



Coventry City Council

### **Cabinet Member for Children and Young People**

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#### **Time and Date**

To be held at the Rising of the Education and Children's Services Scrutiny Board (2) which is being held at 2.00p.m. on Thursday, 14th April, 2016

#### **Place**

Diamond Room 6 - Council House

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#### **Public Business**

1. **Apologies**

2. **Declarations of Interests**

3. **Minutes** (Pages 3 - 4)

(a) To agree the minutes of the meeting held on 9 March, 2016

(b) Matters Arising

4. **Recommendations from the Scrutiny Task and Finish Group on Supervision of Social Work Staff** (Pages 5 - 124)

Report of the Executive Director of People

5. **Outstanding Issues**

There are no outstanding issues

6. **Any Other Business**

To consider any other items of business which the Cabinet Member decides to take as a matter of urgency because of the special circumstances involved.

#### **Private Business**

Nil

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Chris West, Executive Director, Resources, Council House Coventry

Wednesday, 6 April 2016

Note: The person to contact about the agenda and documents for this meeting is Suzanne Bennett, Governance Services Tel: 024 7683 3065

Membership: Councillor: E Ruane (Cabinet Member)

By invitation Councillors A Andrews (Shadow Cabinet Member)

Please note: a hearing loop is available in the committee rooms

If you require a British Sign Language interpreter for this meeting  
OR if you would like this information in another format or  
language please contact us.

**Suzanne Bennett**

**Tel: 024 7683 3072**

**Email: [Suzanne.bennett@coventry.gov.uk](mailto:Suzanne.bennett@coventry.gov.uk)**

**Coventry City Council**  
**Minutes of the Meeting of Cabinet Member for Children and Young People held at**  
**2.00 pm on Wednesday, 9 March 2016**

Present:

Members: (Cabinet Member)  
Councillor A Andrews (Shadow Cabinet Member)

Councillor E Ruane

Other Members: Councillors

Employees (by Directorate):

Doyle  
J Newman, Resources Directorate

Apologies: Councillor

## **Public Business**

### **34. Declarations of Interests**

There were no declarations of interest.

### **35. Minutes**

The Minutes of the meeting held on 12 February, 2016 were agreed and signed as a true record.

There were no matters arising.

### **36. Update on Children and Families First Team**

The Cabinet Member for Children and Young People considered a report of the Director of Children's Services which provided the Cabinet Member with an overview of the services delivered by the Children and Families First (CFF) Team linked to the Early Help and Prevention Strategy.

Coventry's Early Help Strategy provides an intervention model that maximises support to children in the early years of their lives, or early on in the emergence of a problem at any stage of their lives, across a 0-19 age range, and up to 25 for a young person with a special need or disability. The CFF Teams forms part of this delivery model, working at Common Assessment Framework Level 3, with the whole family to enable the development of positive extended family, personal and community networks so that families access positive informal support. The report provided details of the 60 strong team who work with families with complex needs, and who have a strong relationship with Social Care, to enable the family to get support, when their needs no longer meet the threshold for social care intervention. Early Help and Prevention management data was appended to the report.

The Cabinet Member questioned the officer on aspects of the report, particularly in relation to:-

- Work undertaken with schools
- Processes followed by the Team and the performance monitoring of those processes
- The development of the new Joint Allocation Panel
- Referrals rates to the Team
- How assessments of cases are carried out
- Joint work undertaken with the Health Visiting Team

**RESOLVED that the Cabinet Member for Children and Young People notes the current position in relation to the Children and Families First Team.**

**37. Outstanding Issues Report**

The Cabinet Member for Children and Young People noted a report of the Executive Director of Resources that identified those issues on which further reports had been requested and were outstanding so that progress could be monitored.

**38. Any Other Business**

There were no items of urgent public business.

(Meeting closed at 2.40 pm)



**Public report**  
Cabinet Member

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Cabinet Member for Children and Young People  
Education and Children's Services Scrutiny Board

14 April 2016  
14 April 2016

**Name of Cabinet Member:**

Children and Young People – Councillor Ed Ruane

**Director Approving Submission of the report:**

Executive Director People

**Ward(s) affected:**

All Wards

**Title:**

*Recommendations from the Scrutiny Task and Finish Group on Supervision of Social Work Staff*

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**Is this a key decision?**

No

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**Executive Summary:**

At their meeting on 18<sup>th</sup> June 2015, Members of the Education and Children's Services Scrutiny Board agreed to establish a task and finish group to look in more detail at the supervision of social care staff, to support the improvement plan.

The Task and Finish Group met four times to look in detail at the work that had already been done to improve supervision of staff, talk to existing managers and analyse information from a staff supervision survey undertaken in 2014 and 2015, to be able to identify other areas of improvement.

**Recommendations:**

The Education and Children's Services Scrutiny Board (2) is recommended:

- 1) To endorse the recommendations to the Cabinet Member for Children and Young People.
- 2) That Scrutiny maintains oversight on progress against the recommendations and any future changes in performance, receiving a report in 6 months and 12 months' time.

The Cabinet Member for Children and Young People is recommended to instruct officers:

- 1) To update the Supervision Policy to take into account the following:
  - a. That regular sample audits of supervision be undertaken to monitor both quality and quantity of supervision.
  - b. The quality control section of the Supervision Policy reflects Members' oversight
  - c. That supervision training is part of the induction for new managers.

- d. That reflective supervision is used as a standard part of regular supervision session.
  - e. That children's views and wishes are discussed and these discussions are recorded during supervision sessions
- 2) To ensure the updated supervision policy is implemented and complied with across the whole service.
  - 3) That all managers with casework responsibility to have received recent supervision training within 6 months, then all managers across the service within 12 months.
  - 4) That a statement of intent regarding levels of caseloads is developed.
  - 5) That good practice is identified and shared across the service, not just teams.
  - 6) That within 3 months all staff to have a supervision agreement.
  - 7) That Research In Practice to be promoted to all staff to make use of current research and evidence to inform their practice.
  - 8) That annual appraisals, using the Council's behaviours framework are undertaken alongside monthly supervision sessions.
  - 9) That a staff survey is undertaken on an annual basis to enable oversight of the impact and implementation of the policies and practice across Children's Services.

**List of Appendices included:**

Appendix 1: Supervision Policy (February 2015)

Appendix 2: Managers Focus Group Notes

Appendix 3: Supervision Survey Oct 14

Appendix 4: Supervision Survey Oct 15

**Other useful background papers:**

None

**Has it been or will it be considered by Scrutiny?**

Yes

*Education and Children's Scrutiny Board (2) 14 April 2016*

**Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?**

Yes – *Supervision of Social Work Staff Task and Finish Group of the Education and Children's Services Scrutiny Board (2)*

**Will this report go to Council?**

No

## **1 Context (or background)**

1.1 The Ofsted inspection of Children's Services undertaken in February-March 2014 identified serious weakness in the supervision of staff.

"Social workers do not always receive the right level of supervision from their managers to enable them to discuss cases fully and make the right decisions for children and young people, to improve their outcomes and ensure their safety and welfare."<sup>1</sup>

1.2 Improvements to supervision of social work staff were included in the improvement notice issued by the DfE on 20 June 2014 and included in the Children's Services Improvement Plan under section 5. Leadership and Governance - Effective Supervision and reflective practice.

1.3 At their meeting on 18<sup>th</sup> June 2015, Members of the Education and Children's Services Scrutiny Board agreed to establish a task and finish group to look in more detail at the supervision of social care staff, to support the improvement plan.

1.4 The Task and Finish Group met four times to look in detail at the work that had already been done to improve supervision of staff, talk to existing managers and analyse information from a staff supervision survey undertaken in 2014 and 2015, to be able to identify other areas of improvement.

1.5 The membership of the group was:

- Cllr Bains
- Cllr Bigham
- Cllr Lepoidevin
- Cllr Mal Mutton (Chair)
- Cllr Seaman

## **2 Options considered and recommended proposal**

2.1 Option 1 – Do Nothing

Members decided that considering that Children's Services was under a DfE Improvement Notice that to do nothing was not a viable option. This option is not recommended.

2.2 Option 2 – Support the current implementation of the Improvement Plan and refreshed Supervision Policy with no additional recommendations

When Members looked into the current situation in more detail, including a focus group with managers and the results of a supervision survey undertaken by staff they were able to identify areas of further work for priority and improvement. This option is not recommended

2.3 Option 3 – Make recommendations to the Cabinet Member for Children and Young People for further ways to improve supervision of social work staff.

Members felt they were able to identify areas of further work for priority and improvement that could contribute to the Improvement Plan. This is the recommended option.

2.4 Members heard that following the Ofsted inspection and notice of improvement there had been a Principal Social Worker appointed, whose role it was to improve practice and renew the supervision policy. Members heard that this work had been completed in February 2015 and that the new policy was now in place. (Appendix 1)

2.5 Members wanted to listen to managers within the service who were implementing this policy, to find out more about their experiences of both giving and receiving supervision.

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<sup>1</sup> Inspection of services for children in need of help and protection, children looked after and care leavers And Review of the effectiveness of the local safeguarding children board – Ofsted 21 March 2014

- 2.6 A focus group was arranged with seven service managers, covering different areas of the service, including the neighbourhood teams, Fostering and Adoption Service, RAS, MASH and Family Placements Service.
- 2.7 Members questioned the managers and key issues that were highlighted were:
- Managers felt that workload pressures were a barrier to effective and regular supervision and that they were chasing targets rather than focussing on quality of practice.
  - Good practice was identified within teams or neighbourhoods but not shared more widely across the service.
  - Not all managers make use of Research in Practice at the moment.
  - There was lack of clarity how the Supervision Policy sat alongside the Council's Behaviour Framework.
- 2.8 The questions and responses from the focus group can be found at Appendix 2
- 2.9 Members also heard that a survey had been carried out with all staff about their experiences of supervision in September 2014. Members requested that this survey was repeated to enable officers and Members to see if any progress had been made as a result of changes to the supervision survey. Summaries of the results can be found at Appendix 3 and 4
- 2.10 Members were able to compare the results from two consecutive years and were able to highlight the following issues:
- There is inconsistency across the service on the delivery of supervision and therefore the effectiveness of supervision.
  - Not all staff have a supervision contract.
  - Not all managers had received recent supervision training.
  - Not all managers make use of Research in Practice at the moment.
  - Not all staff are confident in their use of reflective practice.
  - The proportion of staff who used information on children's views and wishes was only 42%.
- 2.11 Having highlighted the issues above, members of the task and finish group were able to make the following recommendations.
- 2.12 The Education and Children's Services Scrutiny Board (2) is recommended:
- 1) To endorse the recommendations to the Cabinet Member for Children and Young People.
  - 2) That Scrutiny maintains oversight on progress against the recommendations and any future changes in performance, receiving a report in 6 months and 12 months' time.
- 2.13 The Cabinet Member for Children and Young People is recommended to instruct officers:
- 1) To update the Supervision Policy to take into account the following:
    - a. That regular sample audits of supervision be undertaken to monitor both quality and quantity of supervision.
    - b. The quality control section of the Supervision Policy reflects Members oversight
    - c. That supervision training is part of the induction for new managers.
    - d. That reflective supervision is used as a standard part of regular supervision session.
    - e. That children's views and wishes are discussed and these discussions are recorded during supervision sessions



- 2) To ensure the updated supervision policy is implemented and complied with across the whole service.
- 3) That all managers with casework responsibility to have received recent supervision training within 6 months, then all managers across the service within 12 months.
- 4) That a statement of intent regarding levels of caseloads is developed.
- 5) That good practice is identified and shared across the service, not just teams.
- 6) That within 3 months all staff to have an agreed supervision agreement.
- 7) That Research In Practice to be promoted to all staff to make use of current research and evidence to inform their practice.
- 8) That annual appraisals, using the Council's behaviours framework are undertaken alongside monthly supervision sessions.
- 9) That a staff survey is undertaken on an annual basis to enable oversight of the impact and implementation of the policies and practice across Children's Services.

### **3 Results of consultation undertaken**

- 3.1 As part of the task and finish group Members consulted directly with a group of Social Work Managers from a cross section of the service. They also made use of a service-wide survey on supervision that had been completed in September and October 2014. Members recommended that this survey should be repeated to show whether any progress had been made. The survey was repeated in October 2015 and members of the task and finish group were able to use the analysis and comparison between the two survey to identify progress and areas for further improvement.

### **4 Timetable for implementing this decision**

- 4.1 Recommendations in this report can be implemented as soon as the Cabinet Member has made a decision. The Education and Children's Scrutiny Board has requested an update on progress on implementing the recommendations within six months of a decision being made.

### **5 Comments from Executive Director, Resources**

#### 5.1 Financial implications

All recommendations can be implemented within existing resources. These recommendations will support the Workforce Strategy within Children's Services which will contribute to a more stable workforce, less reliance on agency staff and therefore support savings targets.

#### 5.2 Legal implications

There are no legal implications of implementing these recommendations.

### **6 Other implications**

#### *Any other specific implications*

- 6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

These recommendations will contribute to the Council Plan under:

Locally committed

Improving the quality of life for Coventry people

Protecting and supporting our most vulnerable people through:

- ★ keeping children and adults safe from harm.

Delivering our priorities with fewer resources

Making the most of our assets

Change how we work to become more flexible and adaptable, by:

★ developing our workforce and new ways of working through culture change.

#### 6.2 How is risk being managed?

The recommendations made by the task and finish group support good social work practice. The risk of not achieving the recommendations set out is that social work practice is compromised; quality of practice suffers and impacts on future inspections. The consequence of this would be that the DfE improvement notice would not be lifted.

#### 6.3 What is the impact on the organisation?

These recommendations will support the Children's Services Improvement Plan which is delivered through the Improvement Board and monitored closely by the DfE.

These recommendations will support meeting the requirements of the DfE improvement notice and as well as improving the quality of practice, therefore the quality of the workforce and in turn improve the quality of Children's Services.

#### 6.4 Equalities / EIA

None.

#### 6.5 Implications for (or impact on) the environment

None.

#### 6.6 Implications for partner organisations?

None.

**Report author(s):**

**Name and job title:**  
**Gennie Holmes**  
**Scrutiny Co-ordinator**

**Directorate:**  
**Resources**

**Tel and email contact:**  
**024 7683 1172**  
**gennie.holmes@coventry.gov.uk**

Enquiries should be directed to the above person.

<b>Contributor/approver name</b>	<b>Title</b>	<b>Directorate or organisation</b>	<b>Date doc sent out</b>	<b>Date response received or approved</b>
<b>Contributors:</b>				
Michelle Rose	Governance Services Officer	Resources	18/3/16	
Suzanne Bennett	Governance Services Officer	Resources	3/3/16	3/3/16
John Gregg	Director of Children's Services	People	2/3/16	2/3/16
Adrian West	Members and Elections Team Manager	Resources	7/3/16	8/3/16
<b>Other members</b>				
Cllr Bains			5/4/16	
Cllr Lepoidevin			5/4/16	
Cllr M Mutton			5/4/16	
Cllr Seaman			5/4/16	
<b>Names of approvers for submission: (officers and members)</b>				
Finance: Nicola David	Lead Accountant (Business Partnering)	Resources	18/3/16	1/4/16
Legal: Annette Rabjohn	Solicitor and Case Management Team Leader	Resources	18/3/16	5/4/16
Director: John Gregg	Director Children's Services	People	18/3/16	5/4/16
<b>Members:</b>				
Cllr Ruane	Cabinet Member for Children and Young People		7/3/16	17/3/16

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## Appendices

# Children's Services Supervision Policy

Updated February 2015

This policy updates the existing supervision policies across the Directorate and merges them into a single document.

## Equality and Diversity statement

The policy aims to be accessible to everyone regardless of age, disability, gender, race, sexual orientation, religion/belief or any other factor that may result in unfair treatment or inequalities in health/employment

### 1.0 Policy Rationale

- 1.1 The policy sets out the Children Learning and Young People Directorate's commitment to providing quality support and supervision to all members of staff who have a significant role in working with children and young people.
- 1.2 The Directorate aims to provide appropriate, responsive and flexible services for the most vulnerable citizens of Coventry and can only do this if staff understand what is expected of them, have the skills, knowledge, behaviours, values and attitudes necessary to carry out their roles, are fully supported in their work and are managed effectively.
- 1.3 Supervision is one of the ways that this can be achieved. This policy sets out how staff can expect to be supervised and provides managers with the key elements needed to supervise staff effectively.

### **It should be read with the accompanying guidance and procedures of the City Council**

- Code of Conduct
- Policy on Health and Safety
- Dignity at Work
- Disciplinary Procedure
- Capability Procedure
- Prevention and Management of Stress at Work
- Grievance Procedure

The policy is informed by the requirements set out in the HCPC Standards of Proficiency, which state that employees have a duty to:

- understand the value of critical reflection for practice and the need to record the outcomes of such reflection appropriately

- recognise the value of supervision, case reviews and other methods of reflection and review.
- use supervision to support and enhance the quality of their social work practice.

## **2.0 Scope of the Policy**

2.1 This policy provides a framework for supervision for all staff (whether they are permanent, temporary or agency) working for Coventry City Council in Children's Services.

## **3.0 Definitions, Functions and Purposes of Supervision**

3.1 Supervision is a participative process whereby supervisors ensure that employees are performing their roles to a satisfactory standard, and have the appropriate support and training to do so in accordance with the policies and procedures of the Coventry City Council.

The Children's Workforce Development Council definition states that:

'Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes.'

*Providing Effective Supervision, CWDC (2007)*

Reflective Supervision refers to:

'The process of learning from experience by "hovering above" and thinking about one's own practice and applying knowledge to it. Critical reflection goes further and is concerned not only with the immediate processes that constitute practice but also involves examining the power dynamics of the situation and the wider structures that shape practice. Reflexivity, additionally, contributes a social worker's awareness of self and her/his impact on practice, integrating personal knowledge and understanding with professional knowledge and understanding. A popular way of thinking about reflection in supervision is to see it as part of a cycle of learning from experience: social workers experience practice, reflect on that experience, conceptualise the experience by analysing and theorising their actions/feelings and move on to plan how to act in future on the basis of what they have learnt. For learning to be fully effective, reflection is seen as needing to be consolidated in the succeeding stages of the learning cycle'

Harris, J. and White, V. (2013) *Dictionary of Social Work and Social Care*, Oxford University Press.

(See also Appendix 2)

3.2 Supervision can be provided in a variety of ways but in the main is a regular one-to-one meeting between the supervisor and the supervisee in order to meet organisational, professional and personal objectives. Supervision forms a key part of individual performance management.

3.3 Supervision underpins the Approved and Supported Year in Employment and Early Professional Development Programmes and is the foundation on which appraisal is built. It is an opportunity for staff to talk face-to-face with their supervisors to influence their own development and that of the service, and to receive support and encouragement in doing so.

3.4 Effective supervision performs five key functions (see Appendix 2)

- Management (ensuring competent and accountable performance/practice);
- Development (continuing professional development);
- Support (supportive/restorative function)
- Engagement/mediation (engaging staff with the organisation and representing the organisation to staff)
- Reflection on and learning from practice

3.5 The purpose of supervision is to:

- Improve the quality of services to children, young people, families and carers and achieve better outcomes for children and young people
- Ensure the supervisee is clear about roles and responsibilities
- Offer guidance and support in relation to work with individual cases
- Identify gaps in learning
- Provide space for case discussions
- Encourage critical reflection
- Facilitate performance management
- Contribute to workers' emotional resilience by their feeling valued, supported and motivated
- Deepen and broaden workers' skills and knowledge.
- Undertake administrative functions

#### **4.0 Formal, informal and ad-hoc supervision**

4.1 Formal supervision sessions are normally held on a planned one-to-one basis. If a manager decides to arrange group supervision sessions, these should not replace one-to-one sessions to which the supervisee has a right.

4.2 There may be discussions and decisions about daily work issues, problems arising, or changes in policies and procedures that emerge in group meetings and informal, unplanned or 'ad-hoc' discussions. When decisions have been made in between formal supervision sessions, the worker and the supervisor must ensure that key decisions made with regard to a service user are clearly recorded on the service user's record.

#### **5.0 Minimum frequency and duration**

- 5.1 The duration and frequency of supervision sessions will depend on the setting, type of work involved, the experience and expertise of the worker and current operational considerations.
- The normal frequency is every 4 weeks and no less than six-weekly
  - Sessions should be between 1½ and 2 hours in duration
  - All staff should receive a minimum of 10 supervision sessions per year
- 5.2 No staff member should go without a supervision session for more than two months. It is the responsibility of the line manager, the supervisor and the supervisee to ensure this does not occur.
- 5.3 There is some flexibility in order to take account of individual circumstances and operational needs. More frequent supervision sessions may be required where the supervisor is, for example, working with newly qualified staff, where deadlines, targets or quality is of concern or where the supervisee requires more support or development.
- 5.4 This should be clearly discussed and agreed by supervisor and supervisee to avoid any suggestion that a particular member of staff is being singled out for different, preferential or unfair treatment.
- 5.5 The actual frequency for individual staff should be set out in the terms of the Individual Supervision Agreement (see Appendix 1) and any permanent deviation from the recommended frequency should be agreed and recorded in the Individual Supervision Agreement.

## **6.0 The Individual Supervision Agreement (see Appendix 1)**

- 6.1 The Individual Supervision Agreement sets out the framework for supervision and provides a degree of protection for the supervisor and supervisee. It also ensures that everybody involved has the same understanding of the supervisory process within their work area. The Agreement should state the supervisory arrangements applicable to an individual member of staff.
- 6.2 The agreement should be drawn up using the Pro-forma (see Appendix 1) and whatever is agreed should be made explicit and recorded.

## **7.0 Roles and responsibilities**

### **7.1 General:**

- 7.1.1 All managers, supervisors and supervisees should ensure arrangements for supervision are made and adhered to.
- 7.1.2 Where there is an inter-agency agreement in place, the Children's Services Supervision Policy and procedure can be used, as appropriate.
- 7.1.3 Individual supervision records are held in a supervision file (see Appendix 4). They are kept for all staff and may be used in internal and external audit processes. Staff have the right to access their personal data under the Data Protection Act (1998).



7.1.4 All supervision records must be factual and linked to any identified evidence which substantiates the comments recorded.

## **7.2 Responsibilities of managers and supervisors**

7.2.1 It will normally be the line manager's responsibility to supervise his or her staff. In exceptional circumstances and only with the agreement of a senior manager, alternative arrangements can be made.

7.2.2 The checklist below sets out the Department's expectations of supervisors to ensure that supervision is effective and reflective and that it encompasses the elements set out above:

- Establish and maintain suitable arrangements for supervision so that it is planned and uninterrupted.
- Ensure supervision is integrated into service planning, objective setting and individual performance plans.
- Set standards in relation to work performance and practice in line with Departmental, policies, procedures and requirements.
- Ensure that staff are provided with relevant and appropriate information to meet those standards.
- Ensure that all statutory and other relevant obligations are met, for example, registration requirements, National Occupational Minimum Standards, Key Performance Indicators, HCPC and any other relevant Code of Practice, Care Standards, Data Protection Act and Health and Safety regulations.
- Support employees subject to professional registration to fulfil the eligibility criteria and any requirements for continued registration.
- Set, monitor and review individual work objectives and targets and agree how these will be achieved.
- Encourage staff participation in supervision, ensuring that they are listened to and that their experience and contributions is acknowledged.
- Promote reflective practice.
- Treat staff with respect, acknowledging values and areas of difference in order to address anti-discriminatory issues.
- Be knowledgeable regarding the supervisee, their job description and work issues.
- Ensure that written records pertaining to the supervisee are kept up-to-date and securely filed.
- Ensure that electronic records are kept up-to-date and where inputting requirements are linked to I.T. systems (for example, Protocol, eCAF) be responsible for checking accuracy and timeliness of record input as a mandatory part of the supervision process.
- Offer support through the line manager or occupational health if the supervisee's performance at work is affected by personal issues or vice versa.

- Access training and development as necessary for the supervisee in order to ensure competence and encourage staff to take responsibility for their own learning and development.

### **7.2.3 Performance and Development Reviews (PDRs)**

**In relation to Performance and Development Reviews, supervisors must:**

- Complete appraisal meetings/assessments within the required corporate timescales
- Use appropriate skills to appraise and provide feedback
- Conduct appraisals fairly and without discrimination
- Prepare adequately for discussions/assessments
- Base performance assessments on evidence
- Share responsibility with staff for ensuring that their training needs are met
- Ensure that an accurate agreed record of the discussion is produced, in the corporate format, including agreed targets and training needs

### **7.3 Responsibilities of staff**

The following checklist sets out the Department's key expectations of all staff in relation to supervision:

- Share responsibility for making supervision work well by preparing for supervision sessions
- Negotiate the Individual Supervision Agreement
- Use supervision effectively
- Participate actively in the process of supervision and in setting the supervision agenda
- Attend supervision regularly and on time
- Meet departmental, legal, professional standards
- Promote the best interests of those who receive a service
- Be open and share information with their supervisor
- Seek and use guidance and knowledge
- Be clear and honest in seeking any assistance
- Implement agreements and plans within the timescales agreed/required
- Inform their manager/supervisor if plans cannot be implemented
- Address issues of discrimination in respect of service delivery and employment
- Accept responsibility for their own work performance
- Participate in problem-solving, reflecting and thinking through and exploring options.
- Be responsible for their own learning and active in pursuit of their own development
- Give and accept constructive feedback and learn from mistakes.

## **8.0 Record of supervision (see Appendix 3)**

- 8.1 In general the supervision record should record details of any agreements reached, who is responsible for undertaking any action and the timescales. In the case of any disagreement concerning issues discussed in supervision, the disagreement should be recorded.
- 8.2 Each supervisor will keep a Supervision File of supervision records to be maintained throughout an employee's career. Supervision files should include a copy of the individual's job description, role profile, records of induction and copies of PDRs. The Supervision File must be kept in a secure place.
- 8.3 Supervision records belong to the organisation. To ensure continuity of management accountability, support and development, the records should be transferred to the next Supervisor if the supervisee is moving to another post within the organisation. The records will remain the property of the Children's Services Department
- 8.4 Access to supervision files will be restricted to the supervisor, supervisee, senior managers, and HR as appropriate, and to officers and other agencies involved in any auditing or personnel purposes.
- 8.5 There may be occasions when personal information does not need to be recorded. This will normally be where such information does not have a direct impact on work performance or service delivery and it has been agreed by all parties that it will remain confidential within the supervisory or line management relationship.
- 8.6 Where matters relate to an individual service user these must be recorded separately on the electronic file (CF 15). If a paper copy is also made the original will be filed on the service user's case file. A brief note is made on the supervision record regarding the individual service user, taking into account confidentiality.
- 8.7 It is unrealistic to expect all supervisors to have a typed record so legible handwritten notes will suffice. A legible, accessible, written record of every supervision session must be made.
- 8.8 Supervision records should be placed in the supervisee's personal file. The main purposes of recording supervision sessions are:
- to aid accountability of the work and the way it is undertaken.
  - to set, review and evaluate targets and performance measures.
  - to ensure accountability between supervision sessions
  - to record decisions and issues related to the across the four key functions

(See Appendix 2)

- 8.9 If capability or disciplinary procedures, or civil or criminal proceedings were to ensue, it is possible supervision records could be used in evidence. Records should, therefore, always be written with this eventuality in mind. Information

received during supervision and the content of the discussion should normally be confidential unless otherwise agreed.

- 8.10 The supervisor is ultimately responsible for the production of adequate, accessible supervision records (even if they are written, with agreement, by the supervisee). Every effort should be made to ensure that the record is an accurate reflection of the interaction between supervisor and supervisee.
- 8.11 The supervision record is agreed by the supervisor and supervisee and signed (by both parties) as an accurate record of discussions and decisions made. If the supervisee does not agree with any part of the record and agreement cannot be reached on re-wording, they should be able to add their own comments or amendments which then become part of the record of that session.
- 8.12 In the case of a person leaving the City Council, records must be kept locally for at least 2 years. Records should be kept locally for longer if there is any possibility of litigation. Advice should be requested, if needed, from the Freedom of Information Officer.
- 8.13 Where necessary any targets or deadlines must be recorded to enable review at the subsequent supervision session.
- 8.14 It is appropriate for either party to record supervision as long as notes are shared and agreed. In fact, sharing the recording is positively encouraged as it is a legitimate part of the individual supervisees development.

## **9.0 Quality Control**

9.1 In order to be effective the supervision process requires monitoring and quality assurance arrangements. The quality assurance process ensures that the standards of supervision as outlined in this policy are being followed. They are:

- Staff are being supervised professionally and effectively
- Supervision sessions are being recorded
- Individual Supervision Agreements are being developed, reviewed and used
- The supervision process promotes equal opportunities and anti discriminatory practice.

9.2 The quality assurance arrangements involve:

- The auditing of a random selection of supervision files on a six-monthly basis by managers
- Discussion during supervision, for example, between a service manager and a team manager, about the team manager's practice in supervising their staff
- A senior manager may request copies of supervision records as evidence of practice and to use as a tool where there are developmental needs on behalf of the part of the team manager.

- Sampling of records should be undertaken and the expectation is that the supervisor's line manager will record the sampling in the supervisor's own supervision records.

### 9.3 Supervision of team managers

- Each month service managers will select a supervision file from the workload of one of their team managers for examination in line with agreed audit tools.
- This will be noted, signed and dated on the supervision record, along with written details of any action required to bring the selected supervision file up to required standards.
- Supervision sessions will include a recorded examination of computerised workload reports to ensure that data is being accurately maintained.
- Supervision sessions will include an ongoing review of workload management arrangements which are in place to enable staff to practise to the required standards.

### 9.4 Supervision of service managers

- On a quarterly basis the responsible head of service will select a supervision file from the workload of each service manager for examination. This will be noted, signed and dated on the supervision record, along with written details of any action required to bring the selected supervision file up to required standards.
- Supervision sessions will include a recorded examination of computerised workload reports in order to identify anomalies and review resource allocation.
- Supervision sessions will include an ongoing review of workload management arrangements which are in place to enable staff to practise to the required standards.

## 10.0 Supervision tools: Appendices

The following documents should be used as tools to ensure effective supervision.

**Appendix 1 Individual Supervision Agreement** - to be completed at the start of a new job and at every change of supervisor. To be reviewed annually.

**Appendix 2 The five functions of supervision**

**Appendix 3 Record of Supervision and Action Plan**- to be completed at every one-to-one supervision session and other types of supervision as appropriate. **PDR Forms**- to be completed at the annual or 6-monthly review or at the induction of a new employee.

**Appendix 4 – Supervision file structure and index**

**Appendix 1**

**The Individual Supervision Agreement**

**Supervisee:**

**Supervisor/Line Manager:**

**Team:**

**Frequency:**

**Duration:**

**Location:**

\*\*\*\*\*

The venue for our supervision sessions has been mutually agreed. Interruptions will be kept to a minimum and ideally be avoided completely. We shall not usually make or accept telephone calls during our supervision sessions unless previously agreed by both of us and for operational reasons. Meetings will not be held in a place that would inconvenience service users.

Our supervision relationship will be based upon mutual respect for each other's skills, knowledge and experience. We understand the requirements of the **Supervision Policy** and **Performance and Development Reviews**. Any performance management issues will be highlighted and action taken in a timely and fair way according to organisational policies and procedures.

All information between supervisor and supervisee will be treated with respect and in a professional manner.

Formal supervision sessions will be structured, with preparation work having been carried out by both the supervisor and the supervisee, and, where possible, an agenda will be set a few days before the supervision session. Any major issues requiring detailed discussion should be put in writing and distributed a few days before the supervision session. Both parties will prioritise the agenda items at the beginning of the session in order to make the most effective use of time.

All supervision sessions will be recorded including areas covered, discussion points (including reflection on practice), agreed action points, timescales, by whom action will be taken. The record will be available to both the supervisor and the supervisee and can be accessed by the supervisor's manager or any other person with a reason to access the supervision record, as necessary.

Where recording relates to a management decision on a case or a casework discussion this will be recorded as a discussion/decision on the electronic file by either the manager or supervisee.

This is an agreement we have entered into in order to ensure effective, reflective and supportive supervision. It demonstrates a joint commitment to the supervision process and serves as a reminder of the professional responsibilities we have towards each other and the organisation we work in. Either of us may seek to re-negotiate the agreement if we feel it is necessary. The agreement will be reviewed by the supervisor and the supervisee on an annual basis.

Supervision sessions will cover:

- Management (ensuring competent and accountable performance/practice);
- Development (continuing professional development);

- Support (supportive/restorative function)
- Engagement/mediation (engaging staff with the organisation and representing the organisation to staff)
- Reflection on and learning from practice

Supervision should be based on anti-discriminatory principles and should be race, gender, disability and sexuality sensitive. There should be an option of involving an independent person through mutual agreement in some supervision sessions, if there are identified and agreed issues arising from the differences between the supervisor and supervisee arising from race, gender, disability, sexuality and other forms of inequality. Both parties may wish to involve an independent person if any issues fall outside the competency of the supervisor.

Areas of disagreement between supervisor and supervisee will be recorded in the supervision records. Areas of disagreement that cannot be resolved will be referred to the line manager.

It is the policy of Children's Services that supervision is provided to staff. In the absence of supervision, either due to absence of the supervisor or the supervisor failing to adhere to the supervision timetable, the supervisee should refer this to the line manager.

The supervisee will approach the Line Manager if she/he has received no formal supervision for \_\_\_\_\_ (Time to be agreed between supervisor and supervisee).

**Signed**

Supervisee \_\_\_\_\_.

Date \_\_\_\_\_.

Supervisor \_\_\_\_\_.

Date \_\_\_\_\_.

**Review of Supervision Agreement**

**Signed**

Supervisee \_\_\_\_\_.

Date \_\_\_\_\_.

Supervisor \_\_\_\_\_.

Date \_\_\_\_\_.



## Appendix 2

### The Five Functions of Supervision

#### The management function ensures:

- The overall quality of the worker's performance
- Agency policies and procedures are understood and followed
- The worker understands her/his role and responsibilities
- The worker is clear as to the limits and use of their personal, agency and statutory authority
- Work is reviewed regularly in accordance with agency and legal requirements
- The basis of decisions is clear to the worker and made explicit in agency records
- Records are maintained according to agency policies
- The worker knows when the supervisor expects to be consulted
- The worker is given an appropriate workload
- Appropriate time management by the worker
- The worker acts as a positive member of the team
- The worker understands the functions of other agencies and relates appropriately to them
- The worker receives regular formal appraisal

#### The development function ensures:

- The professional competence of the worker
- An appreciation and assessment of the worker's theoretical framework, skills, knowledge and individual contribution to the organisation
- An understanding of the worker's value base in relation to race, gender, sexuality and disability and its impact on their work
- An understanding of the worker's preferred learning style and blocks to learning
- An assessment of the worker's training and development needs and how they can be met
- Access to professional consultation in areas outside the supervisor's knowledge/experience
- The worker's ability to reflect on their work and their interaction with service users, colleagues and other agencies
- Regular and constructive feedback to the worker on all aspects of their performance
- The worker's capacity for self-appraisal
- A relationship in which the worker provides constructive feedback to supervision

#### The supportive/restorative function ensures:

- Validation of the worker both as a professional and as a person
- Creation of a safe climate within which the worker can look at their practice and its impact on them as a person
- Debriefing the worker and giving them permission to talk about feelings
- Helping the worker to explore emotional blocks to their work
- Exploring in a safe setting issues about discrimination
- Support for workers who are subject to any form of abuse either from service users or colleagues, whether this be physical, psychological or discriminatory
- Monitoring of the overall health and emotional functioning of the worker, especially with regard to the effects of stress
- Helping the worker reflect on difficulties in colleague relationships in order to assist the worker in resolving conflict
- Clarifying when the worker should be advised to seek external counselling

### The mediation function ensures:

- Higher management is briefed about resource deficits and their implications
- Resources are allocated in the most efficient way
- Staff needs are represented to higher management
- The team's remit is clear
- Contributions are made to policy formulation or amendment
- Staff are briefed and consulted about organisational information and developments
- Advocacy between worker, or team, and other parts of the agency or with outside agencies
- Staff are represented or accompanied in their work with other agencies, if necessary
- Staff are involved in decision-making
- Complaints about staff are dealt with sensitively and clearly
- Staff are assisted and supported, where appropriate, through complaints procedures

### Reflection on and Learning from Practice

Supervision provides a key site for the development and support of reflective practice and offers a space in which to stand back and take a fresh look at a case. There are a number of strategies or models to help support practitioners/supervisors to use reflective, analytical and critical thinking skills. For example, Kolb's learning cycle (Kolb, D. [1984] *Experiential Learning*, New Jersey, Prentice-Hall can support analytical and reflective thinking in supervision:

**Experience:** The supervisor elicits a clear 'story' about what the worker is experiencing and what they have observed, by asking questions and seeking clarity. The role of the supervisor is to encourage the supervisee to formulate hypotheses about how the relevant parts of the story fit together and to test out the relative strengths of the various hypotheses.

**Reflection:** The supervisee is encouraged to explore the feelings evoked by the story and think about what this might mean for the child, young person, family, carer or themselves.

**Analysis:** Supervisor and supervisee evaluate their perceived knowledge and beliefs about the case. They make judgements and decisions based on observations, evaluation of information, available evidence, wider experience, reflection and consideration of research. Working with the supervisee, and helping them to be clear about the impact on the child of not addressing their needs, will help ensure that any decisions and plans are as safe as possible for the child.

**Plans and Action:** Where critical thinking and critical reflection have occurred, realistic and safer plans can be developed. Actions can be explained and justified. Timescales and contingency plans can also be considered and agreed. The supervisor and Supervisee need to be satisfied that the outcomes set conform to the SMART standard (specific, measurable, achievable, realistic and timely).

### Appendix 3

## Record of supervision and agreed actions

Between: .....and .....

Date:

No.	Agenda items for discussion	Record of discussion (including reflection on practice)	Agreed actions (including timescale and responsibility)
1			
2			
3			
4			
5			
6			
7			
8			

## Appendix 4

### Supervision File Structure and Index

**Name:**

**Supervisor:**

**Team:**

Section	Contents
1	Start date Personal contact details Supervision Agreement
2	Supervision monitoring sheet
3	Supervision notes
4	Correspondence
5	Personal development and training record - to include induction programme, training, PDR
5a	Job description
6	Personnel information <ul style="list-style-type: none"><li>- Contract letter,</li><li>- Starter/variation/transfer form(s)</li><li>- References</li></ul>
7	Health and Wellbeing issues
8	CIN and CP Plans
9	Mileage Claims

## Managers Focus Group – Children’s Services Supervision Policy - 30<sup>th</sup> September 2015

Question
1) Are you aware of the current policy and guidance on supervision?
All managers present said that there were aware of the policy and follow it. They also induct their new social workers and make them aware of the policy. All said that they had been following it for some time.
2) How did you get to hear about the policy?
All had been aware for some time and expressed that they met with their social workers regularly. They are aware of it through: <ul style="list-style-type: none"> <li>• Their supervision contract</li> <li>• A hard copy is placed on their supervision file</li> <li>• Via the induction process – they have been involved in inducting new members of staff</li> </ul>
3) How often do you receive / undertake supervision?
The managers in the room aim for 4 weekly however case load can be a factor in increasing the length between the supervision meetings There are different degrees of supervision dependant on the seniority of the SW. Those that are NQ receive weekly or fortnightly meetings where as other more experienced can be longer – monthly. Staff can always request additional supervision if they feel it’s necessary. Informal supervision takes place quite a bit – ad hoc conversations when passing. However the managers stated that if a decision or advice is given they record it on file, although it was recognised that this doesn’t always happen for smaller decisions and advice.
4) Which members of staff receive supervision?
All the managers give supervision to their staff. All SW staff receive supervision. There was no representatives from non SW managers – and therefore it was hard to gauge whether the practice is similar within that filed – although managers said that they are subject to supervision. Senior Practitioners supervise some of the unqualified staff in the N’hood Teams
5) What is in place to support you as a manager / supervisor to carry out effective supervision?
Managers feel supported. The meet with their own managers and have supervision – not a frequently as they supervise their SW but it is still regular and they feel able to raise issues. All managers had an open door policy. Training within the last 12 months had improved: <ul style="list-style-type: none"> <li>• Supervision training for new managers</li> <li>• Leadership and management training</li> <li>• Delivery of training has improved</li> <li>• Recent years have seen new models of supervision come and go – so they seems to have developed a toolkit of different models of supervision – as no one size fits all.</li> </ul> <p>Sup Q – does the supervision policy have the flexibility to enable you to use different supervision models</p> <p>A: Yes – the policy sets a structure / timescale for when supervision should be done and things that it needs to include, the different models are just different ways to delivering that.</p>

6) What do you consider are the barriers to effective supervision?

Volume of work (caseload) was cited as the biggest barrier to effective supervision and also improving outcomes for children. Caseload has been slightly addressed but it was increasing- in most cases to over 20. They felt that a good number would be around 15. However legislation is changing to reduce the time which may appear to be good for children on the face of it but sometimes, longer intervention will have a better impact on the child.

Timescales for the MASH (24hrs) are too tight and often missed if supervision is taking place when a case comes in. They need to do supervision and understand the value – but at the same time they need to be meeting their targets, which is where the pressure comes from.

The complexity of cases is also a factor and take longer, as well as other factors, such as demographics, including poverty, English as a second language and DV and drug use.

Complex issues can mean that SW heads are not always in the right place for supervision.

The SW service is case load and deadline driven and this can sometimes be counterproductive. By this they mean that sometimes investing more time with a family will achieve a better result for the child and the family and is not always the first cause of action

The RAS had improved greatly but this had seen a lot of recent investment.

They said that they did not have unallocated cases now - which was a problem historically.

Also waiting lists with other agencies that are referred to often slow up the timescales for a particular case – there is no slack in the system

7) How does the Council's new 'Our Behaviours' framework (performance appraisal) work in practice for you?

All managers had heard about the new approach to appraisals – most of which they feel is within the supervision that they undertake / receive. It is a new system that will need to be reviewed alongside what they do already to adapt and refine.

Have to be integrated into supervision rather than alongside, there may be additional time requirements but it might save time at the other end. Will need to monitor the impact.

8) Is there continuity between your supervision meetings – by this I mean – are they linked together and for part of a longer ongoing conversation?

Yes there is a thread between meetings – with a review and look forward element  
Managers from across the service meet in improvement practice meetings to share good work and address challenges.

Managers said that they carry out health checks regularly and one manager had just completed this

They carry out regular audits

SupQ is it a 2-way improvement process – can a SW affect change / improvement

A: yes there are many ways that this can happen. Team meetings, supervision, there are lots of opportunities to raise issues for practice improvement, bringing managers together in improvement practice groups

9) What impact has the new supervision policy had on the quality of practice and outcomes for children? Can they evidence any changes?

Managers felt that it was hard to attribute any change to the policy in isolation – as there are many factors however they felt that a good supervision policy and its delivery makes for better outcomes.

Within the last year new training programmes have been held - SW now attend better trainings giving them better insight into the welfare of children and that the best answer isn't always to take them away from the family.

A manager cited an example of where the better use of skills obtained from training and also emotional intelligence had led to a much better outcome for a child and their family, which had been discussed during supervision.

10) Has the new policy made a difference to you in carrying out your work? How?

New training for SW had been rolled out this year – which was seen by managers as excellent and has enabled SW to feel more confident in making

One manager said that SW's are thinking about what they do more now – so they are now making the decision that they should feel confident in making – therefore freeing up the managers time

However managers in the room were keen to stress that they felt that their supervision practice had not changed as a consequence of the policy – as they have always practiced supervision

Good supervision also offers emotional support to the SW, which is not necessarily recorded. They rely on the good will of the social worker to work the extra hours and good supervision can help keep people.

11) What impact has the new supervision policy had on systems and processes?

As above – managers felt that they had always carried out supervision to their SW

12) How do you share good practice across teams?

This prompted a good debate. In summary Managers share good practice as they meet in the practice improvement forum and there are cluster meetings where good practice is shared.

It was felt that sharing could be improved as it was good within buildings / settings – but not across the city.

It was also recognised how important it is to value staff and celebrate good practice, and this was an area of work that needed improving. Managers considered that morale of staff was low.

13) Is good practice celebrated? Can you give an example?

Similar to above – good practice is celebrated within teams – but not more widely. It was recognised that sometimes other pressures take priority such as the focus on the improvement plan.

There needs to be a move from praising the 'quantity' of work to praising the 'quality' of work – quicker isn't always better and sometimes spending longer supporting a family can have better results. They recognised that quality of work may be reflected in supervision notes but is not shared wider.

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# Coventry Children & Families

## Supervision Survey – October 2014

### **Report 1: Overall results and comparison by Service Teams**

This report sets out how the results compare for the service areas / teams with the overall norms

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## Results

Q No.	Question	Page No.
<b>Key basics for effective supervision ...</b>		
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2.	Do you have regular supervision sessions at least every four weeks / month?	7
3.	How long do your supervision sessions typically last?	8
4a.	Do you have a personalised supervision agreement with your supervisor?	9
4b.	If you have been in your job less than 12 months, did you agree the supervision contract with your supervisor and both sign it within 4 weeks of starting your new role?	9
5.	Do you have at least three dates booked ahead in your diary for your supervision sessions?	10
6.	Are your supervision sessions ever cancelled or postponed ... by you ... by your supervisor ... and is an alternative date arranged for the session to take place quickly?	11
7.	Are your supervision sessions ever interrupted or cut short ... by you ... by your supervisor ... and is an alternative date arranged for the session to take place quickly?	13
8.	Do you believe you prepare well for each supervision session in terms of what you want to cover?	15
9.	Do you believe your manager / supervisor comes well prepared for each supervision session?	15
10.	Are you always made aware of when new cases and / or work has been allocated to you?	16
NQSWs	Do you believe you have been given a case load which is appropriate to your newly qualified status and the stage you are now at in your assessed and supported year of employment?	16

Q No.	Question	Page No.
	<b>Task assistance and management ...</b>	17
11.	This question focuses on people benefiting from support and assistance in managing workload, cases, tasks etc. In your supervision sessions with your supervisor ...	
	<b>Professional development ...</b>	24
12.	This question focuses on how professional development is supported as an important part of supervision outcomes. Do you believe your supervision ...	
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13.	This question explores how much you feel personally supported to have a sense of well-being related to your work - this can be to do with your health, safety and welfare. During your supervision sessions ...	
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14.	Reflective supervision promotes understanding of what the worker brings to the situation that can help or hinder the change process To what extent do you believe 'reflective supervision' is a characteristic of your supervision sessions with your manager?	
	<b>Use of the Integrated Children's System how it supports it your supervision ...</b>	32
15.	Does the use of the Integrated Children's System support your supervision sessions?	
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16.	Does your supervisor ... a. record case discussions and place decisions on the child's file? b. agree the record of supervision, with both signing it? c. give a record of your supervision, which includes case discussions?	
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	<b>Questions for supervisors / managers only</b>	
	<b>In terms of carrying out responsibilities for providing effective supervision ...</b>	37
18.	This question looks at different factors – from both parties preparing well, spending sufficient time, being confident of having skills / knowledge, achieving outcomes	

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Q No.	Question	Page No.
<b>Questions for supervisors / managers only, about their supervision with their manager / service manager / head of service</b>		<b>40</b>
20.	<b>In addition to their personal supervision, are key aspects of their management responsibilities effectively covered</b>	

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## Demographics

### Response profiles

Here is the breakdown of responses for the different parts of service and roles

**Please note** that when comparing results across the different parts of service with the overall norms it is important to take into account the percentage that one person represents – this is [particularly important for teams with low numbers of staff – This is shown for each part of service in the table.

Service Areas / Teams	Total Responses	Total Headcount	%age Response Rates
Children & Families First Service	70	100	70%
Children's Disabilities Team	18	19	95%
Court Based Assessment Service	17	23	74%
Crisis Intervention – Emergency Duty Team	9	13	69%
Family Placement Service – Assessments Team	16	20	80%
Family Placement Service – Permanency Team	11	19	58%
Family Placement Service – Placement Support Team	12	20	60%
Looked After Children Team ( Logan Road)	9	13	69%
MASH – Referral & Assessment Service	39	53	74%
Residential – Broadpark House	11	21	52%
Residential – Gravel Hill	15	24	63%
Residential – The Grange	20	30	67%
Route 21 Team	14	17	82%
Safeguarding (IROs)	12	19	63%
Social Care Neighbourhoods	89	108	82%
Youth Offending Service	8	10	80%
<b>Totals</b>	<b>370</b>	<b>509</b>	<b>73%</b>

Role Groupings	Total Responses	1 person = %age
Role Grouping A	20	5%
Role Grouping B	16	6%
Role Grouping C	13	8%
Social Worker	112	1%
Senior Case Worker	11	9%
C&F Team Leader	12	8%
CAF Co-ordinator	8	13%
Children & Family Worker (Schools) & Senior C&F Work	12	8%
Children & Family Worker (includes C&F Workers in C&	46	2%
Family Assistant	10	10%
Family Support Worker	9	11%
Independent Reviewing Officer	7	14%
Personal Adviser (Route 21)	6	17%
Residential Worker (including Night-shift workers)	24	4%
Senior Practitioner	20	5%
Youth Offending Service Officer	7	14%
Team Manager incl. CAF Team Leader - and Deputy Ma	27	4%
Head of Service – Service Manager	10	10%
<b>Totals</b>	<b>370</b>	<b>0.3%</b>

**NB: Question 4b** was only for people that have been in their role for less than 12 months, and is conditional on answering 'Yes' to Question 4a. – so when reviewing and comparing the results take into account the percentage that one person represents.

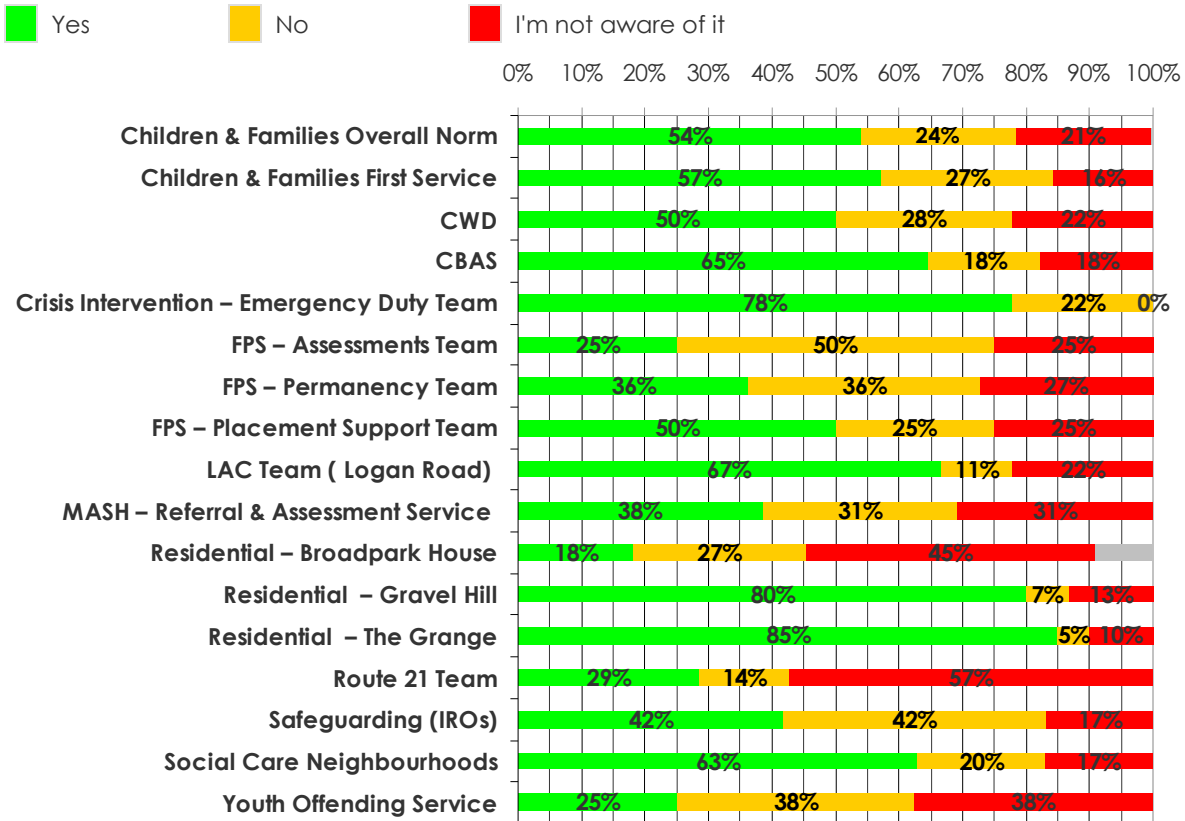
Service Areas / Teams	Total Responses	1 person = %age
Children & Families First Service	10	10%
Children's Disabilities Team	3	33%
Court Based Assessment Service	2	50%
Crisis Intervention – Emergency Duty Team	1	100%
Family Placement Service – Assessments Team	3	33%
Family Placement Service – Permanency Team	2	50%
Family Placement Service – Placement Support Team	0	n/a
Looked After Children Team ( Logan Road)	3	33%
MASH – Referral & Assessment Service	5	20%
Residential – Broadpark House	0	n/a
Residential – Gravel Hill	1	100%
Residential – The Grange	2	50%
Route 21 Team	1	100%
Safeguarding (IROs)	0	n/a
Social Care Neighbourhoods	26	4%
Youth Offending Service	0	n/a
<b>Totals</b>	<b>59</b>	<b>2%</b>

**NB: Questions 18 and 20** were only for supervisors / managers giving formal supervision – again, when reviewing and comparing the results take into account the percentage that one person represents.

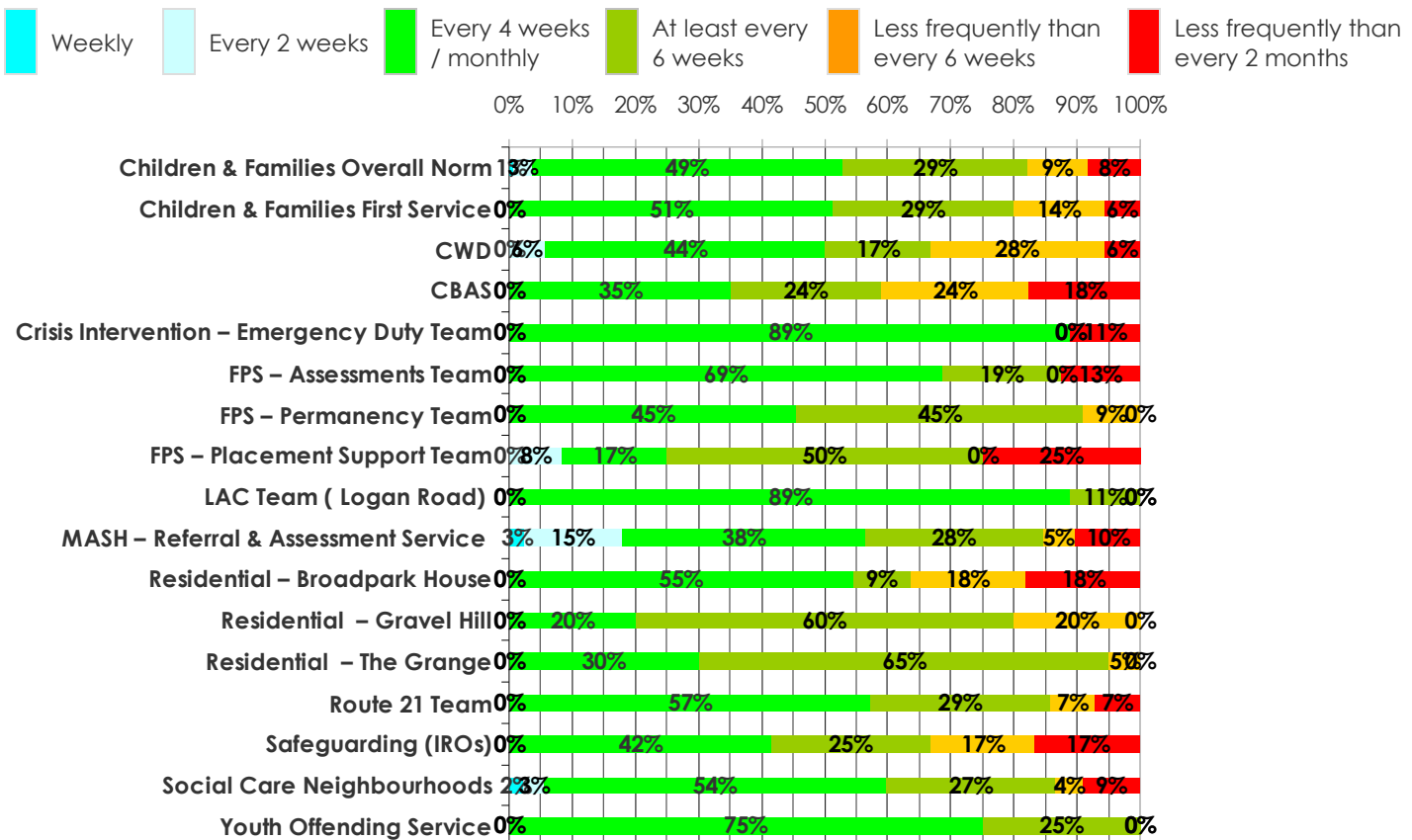
Service Areas / Teams	Total Responses	1 person = %age
Children & Families First Service	10	10%
Children's Disabilities Team	3	33%
Court Based Assessment Service	2	50%
Crisis Intervention – Emergency Duty Team	1	100%
Family Placement Service – Assessments Team	3	33%
Family Placement Service – Permanency Team	2	50%
Family Placement Service – Placement Support Team	4	25%
Looked After Children Team ( Logan Road)	2	50%
MASH – Referral & Assessment Service	8	13%
Residential – Broadpark House	3	33%
Residential – Gravel Hill	5	20%
Residential – The Grange	5	20%
Route 21 Team	2	50%
Safeguarding (IROs)	1	100%
Social Care Neighbourhoods	24	4%
Youth Offending Service	1	100%
<b>Totals</b>	<b>76</b>	<b>1.3%</b>

## Key basics for effective supervision ...

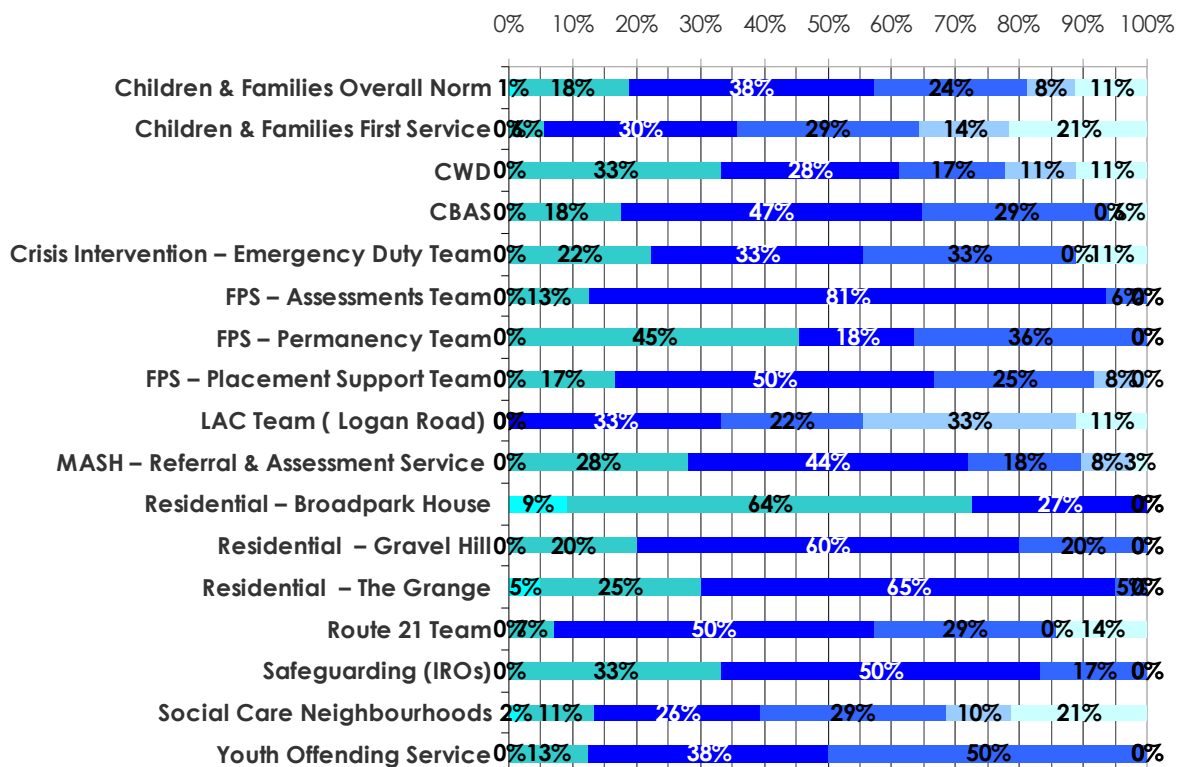
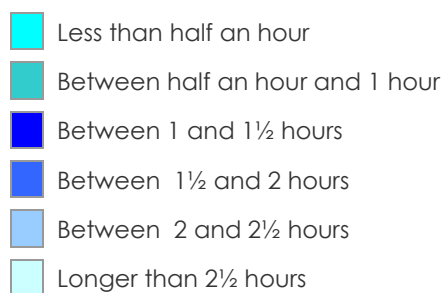
### 1. Have you read through the current Supervision Policy and Guidance (Version updated October 2013)?



### 2. How often do you currently have supervision sessions with your manager?



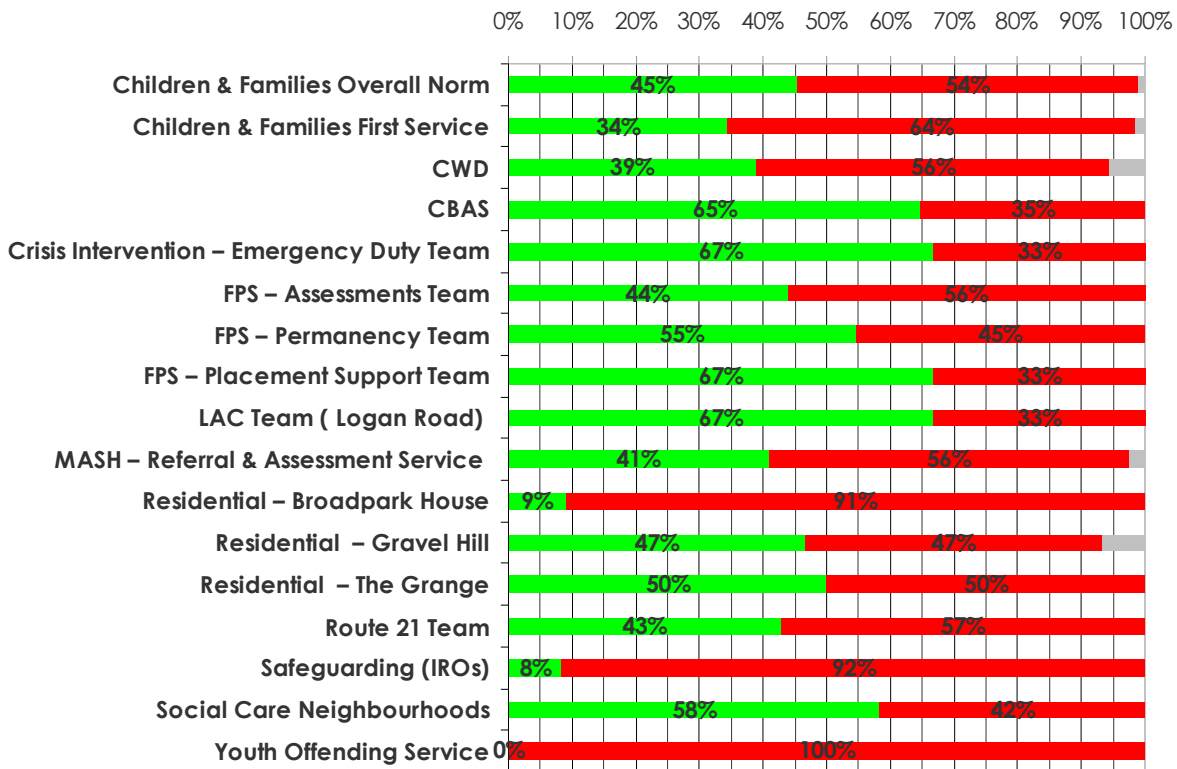
### 3. How long do your supervision sessions typically last?





4. a. Do you have an individual supervision agreement with your supervisor?

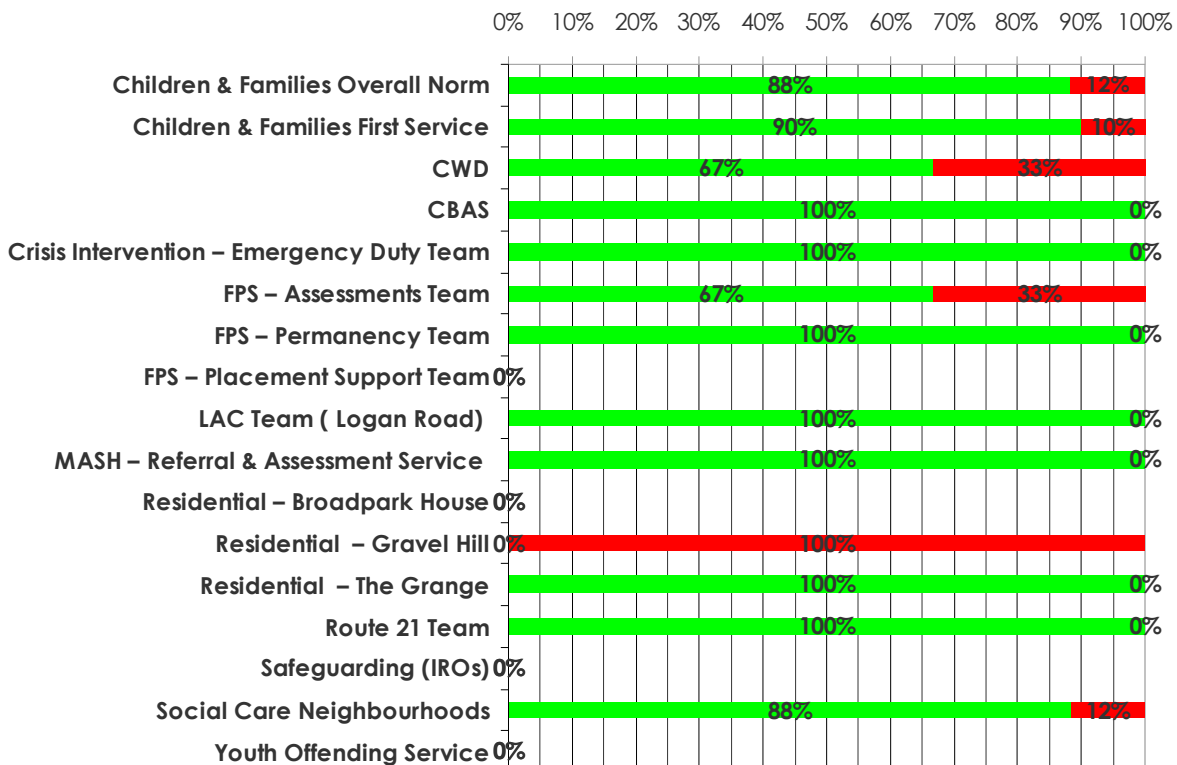
Yes No



b. If you have been in your job less than 12 months, did you create the Supervision Agreement with your supervisor and both sign it within 4 weeks of starting your new role?

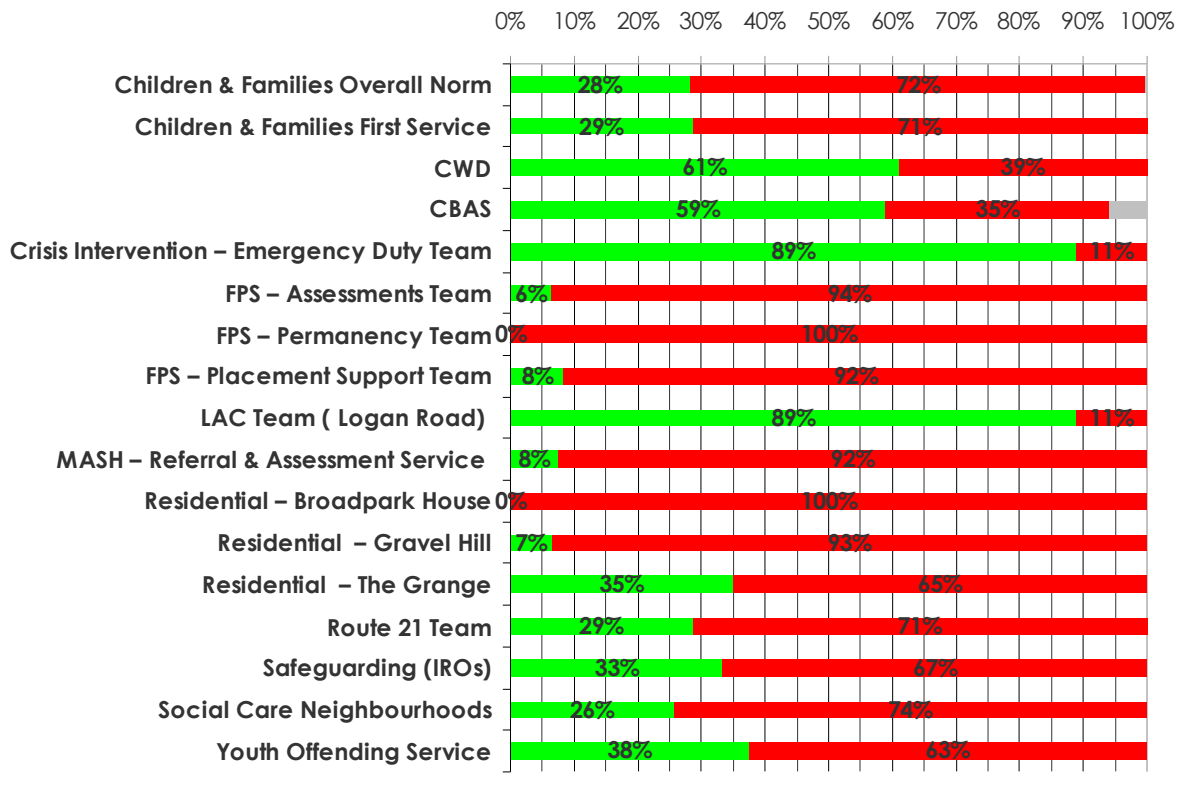
Yes No

NB: A total of 59 people answered this sub-question

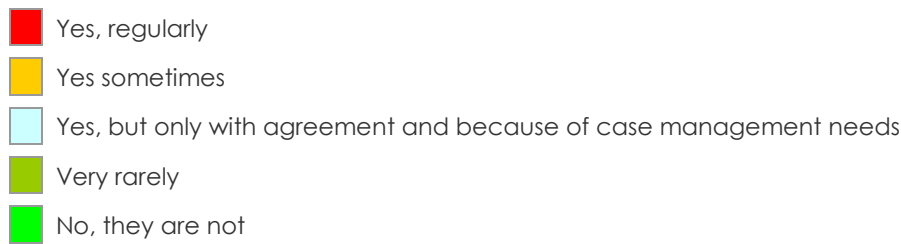


5. Do you have at least three dates booked ahead in your diary for your next supervision sessions?

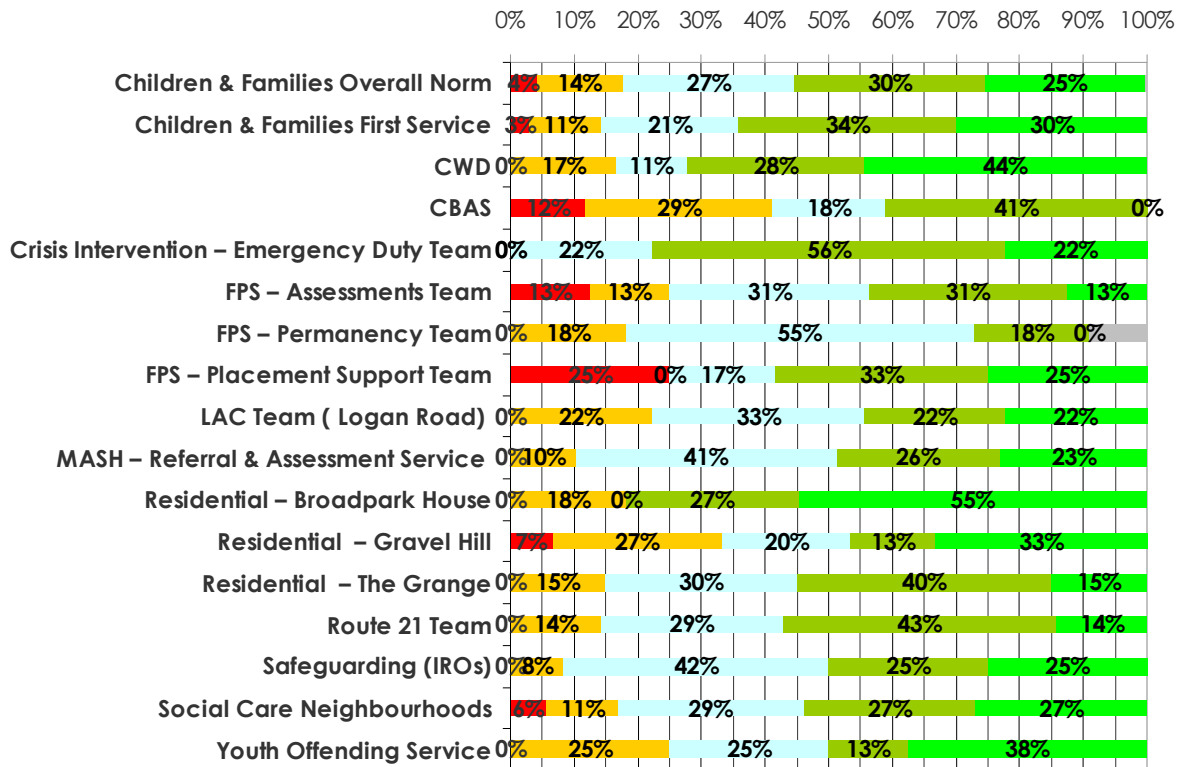
Yes No



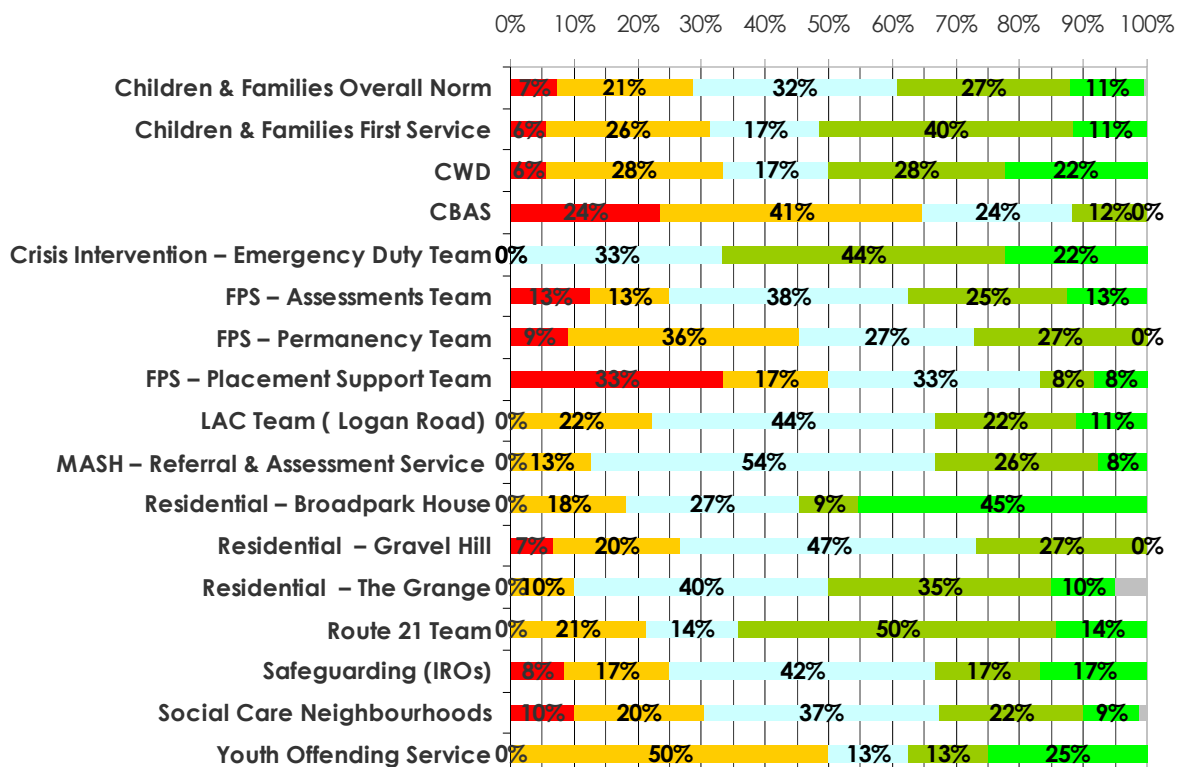
## 6. Is your supervision session ever cancelled or postponed ...



### a. ... by you?

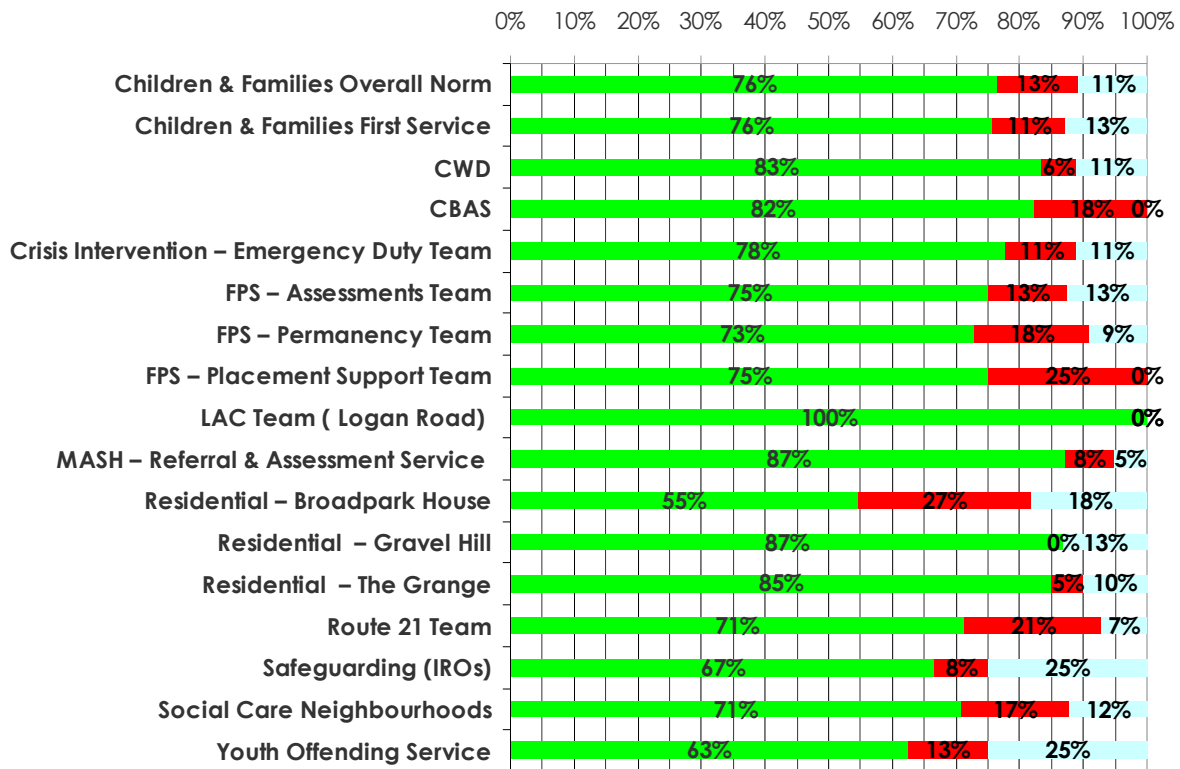


### b. ... by your supervisor?

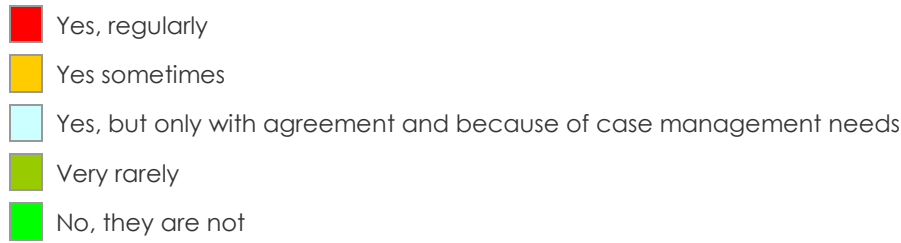


6. c. If yes to either, is the time made up before your next planned supervision session?

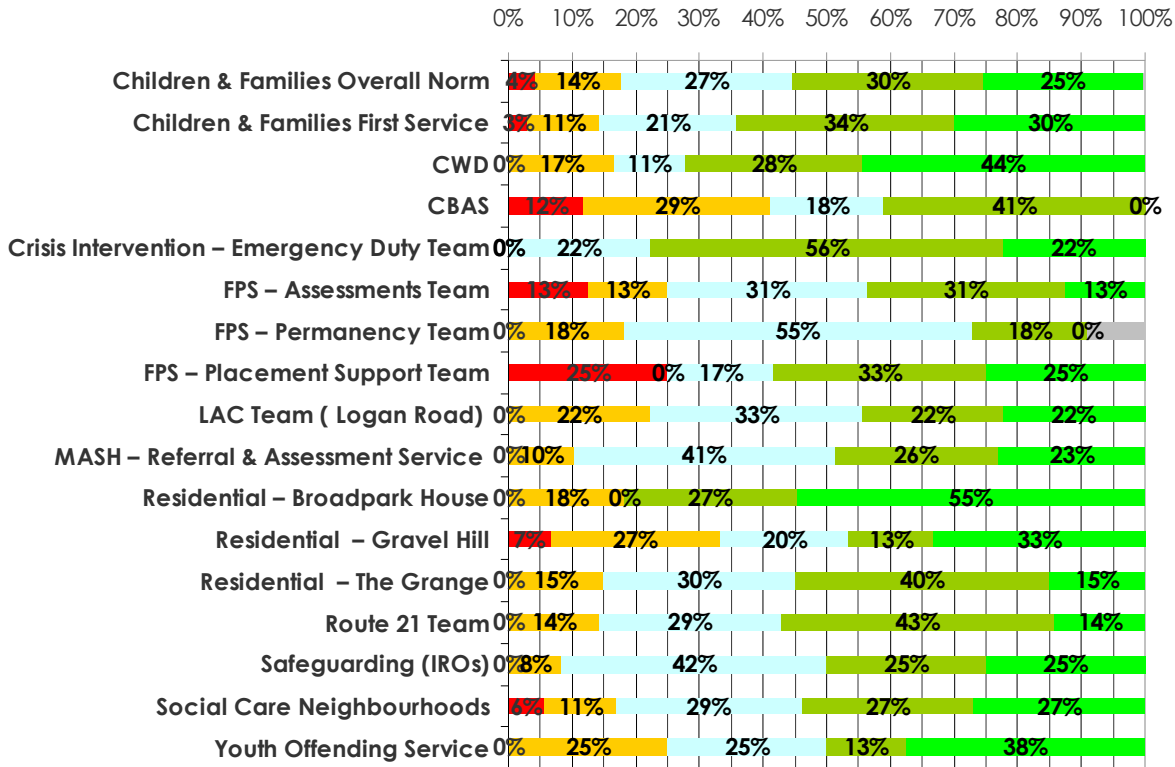
Yes No



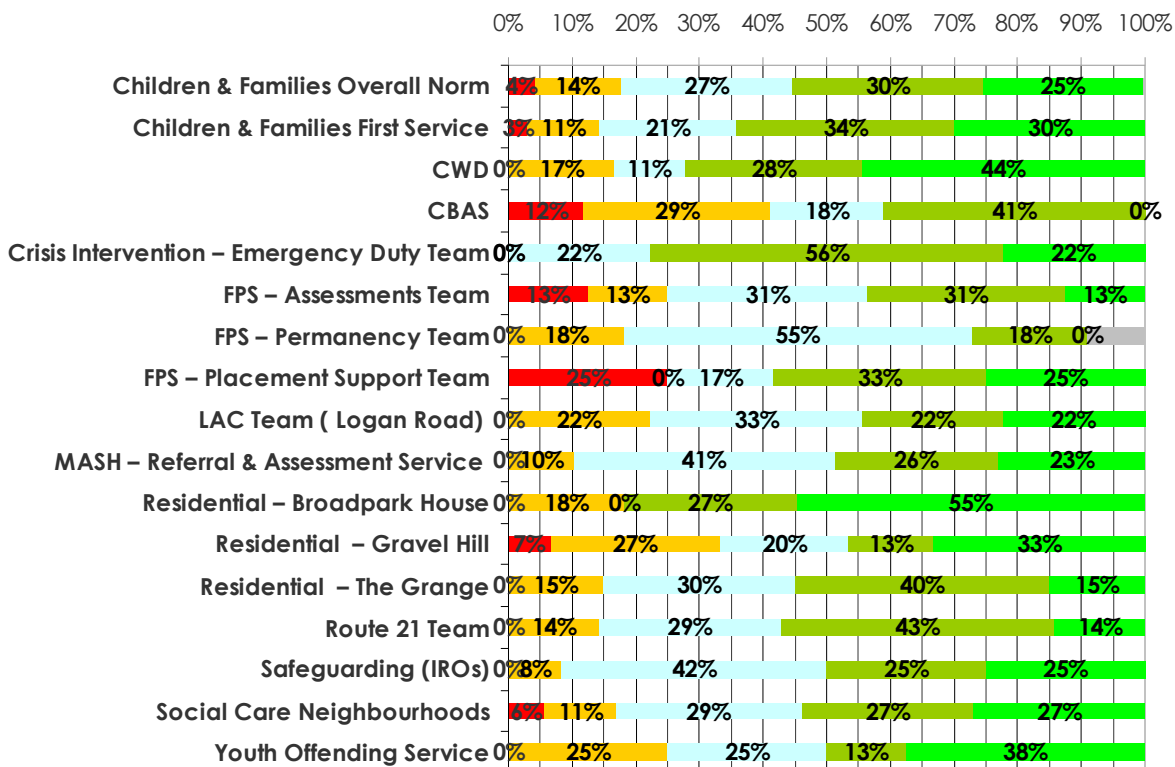
## 7. Is your supervision session ever interrupted or cut short ...



### a. ... by you?

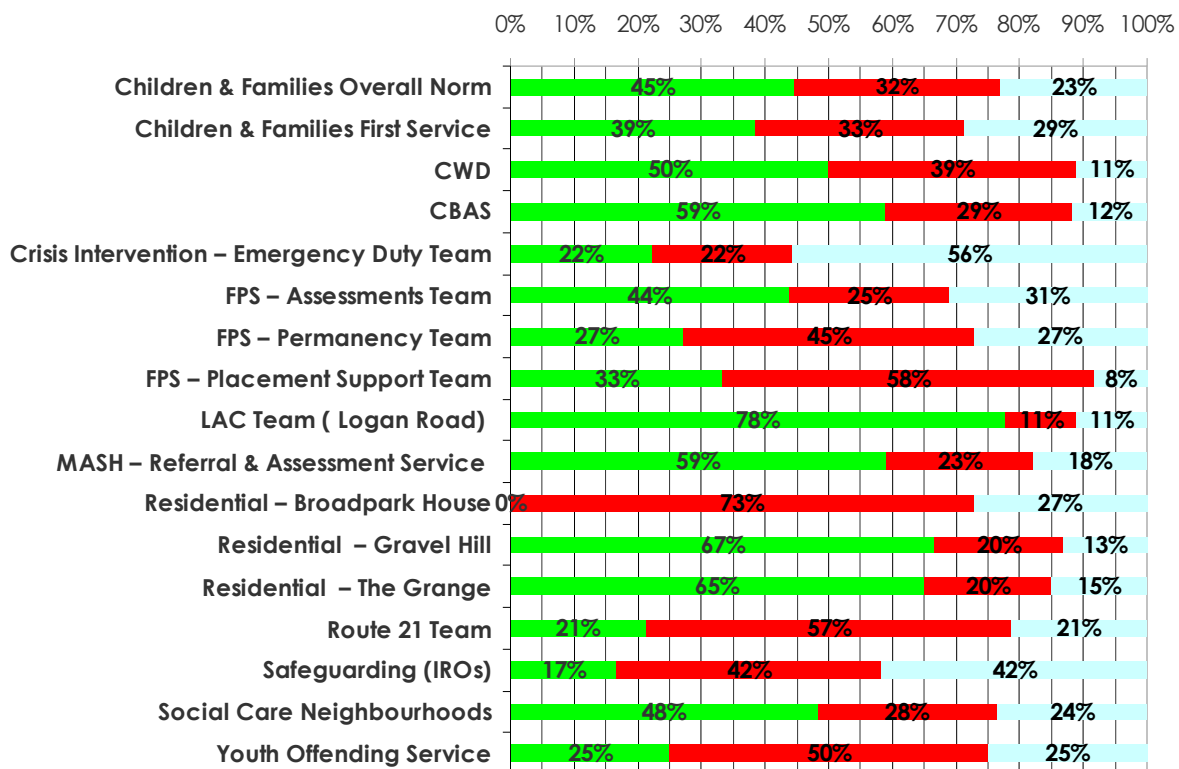


### b. ... by your supervisor?

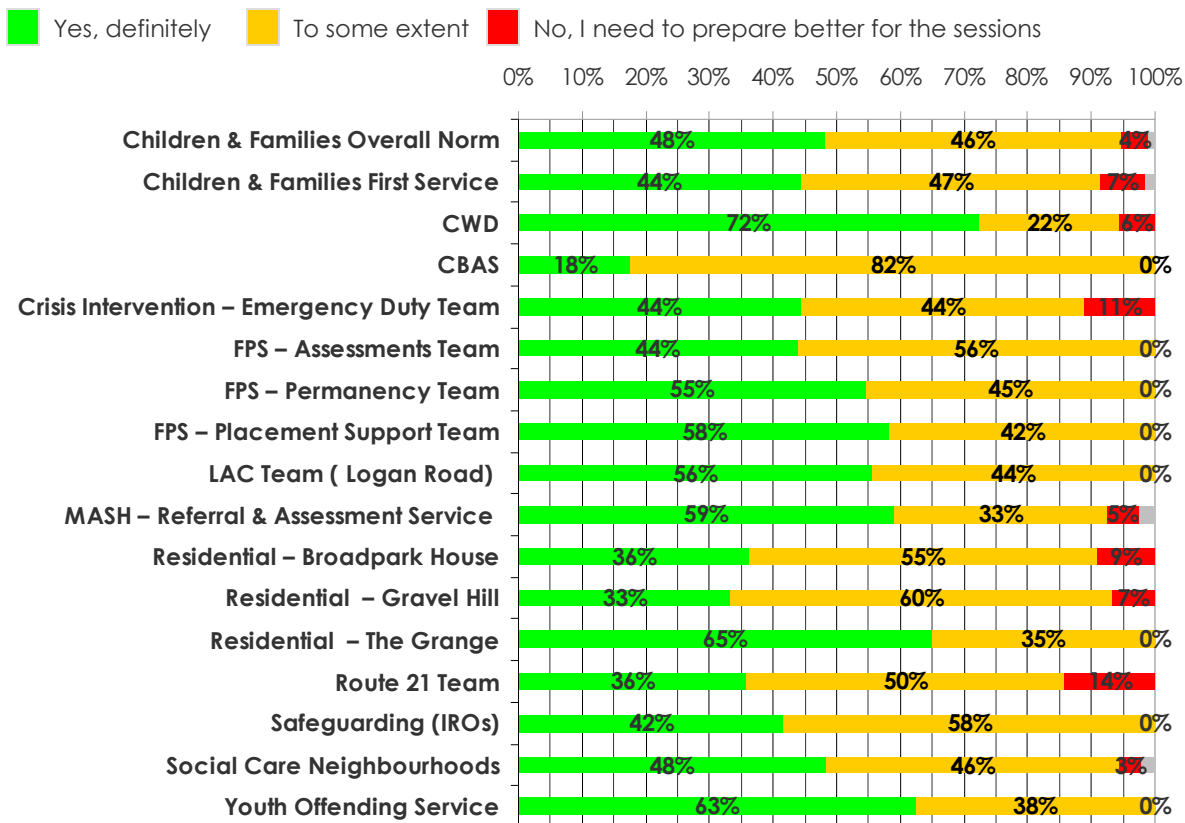


7. c. If yes to either, is the time made up before your next planned supervision session?

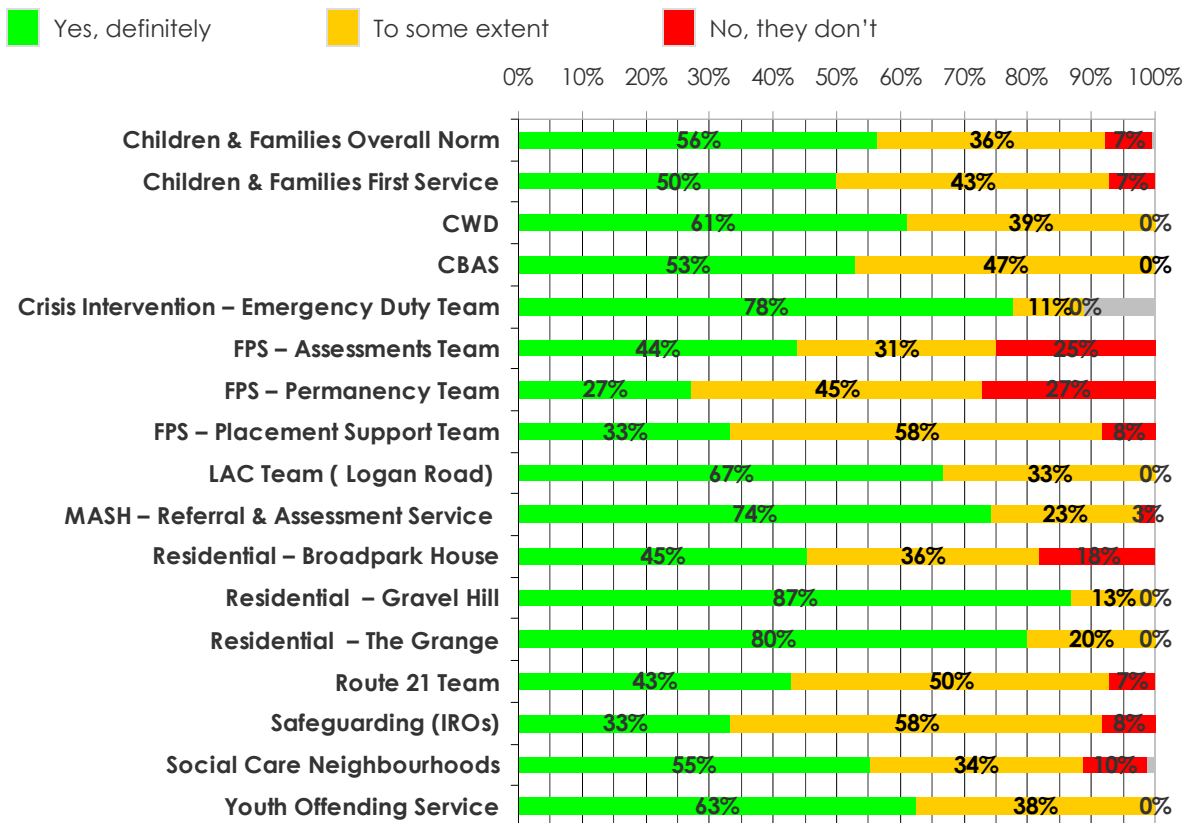
Yes No



## 8. Do you believe you are well prepared for each supervision session in terms of what you want to cover?

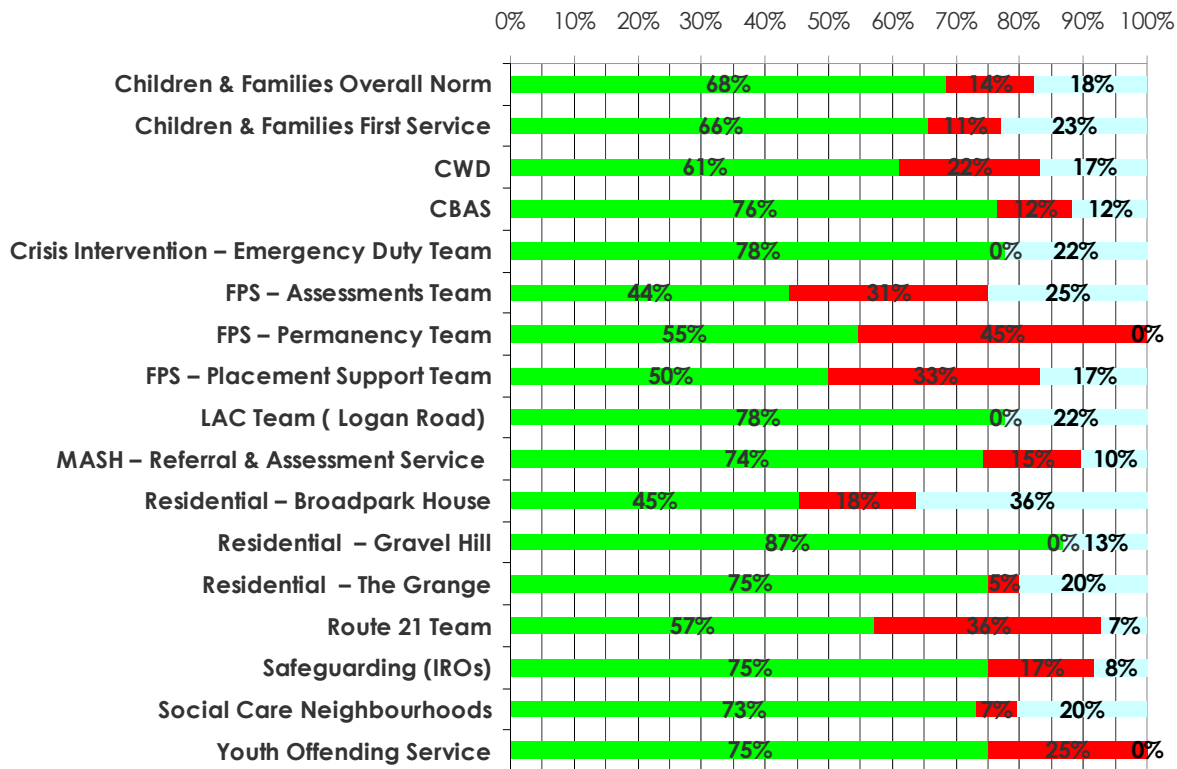


## 9. Does your supervisor come well prepared for each supervision session?



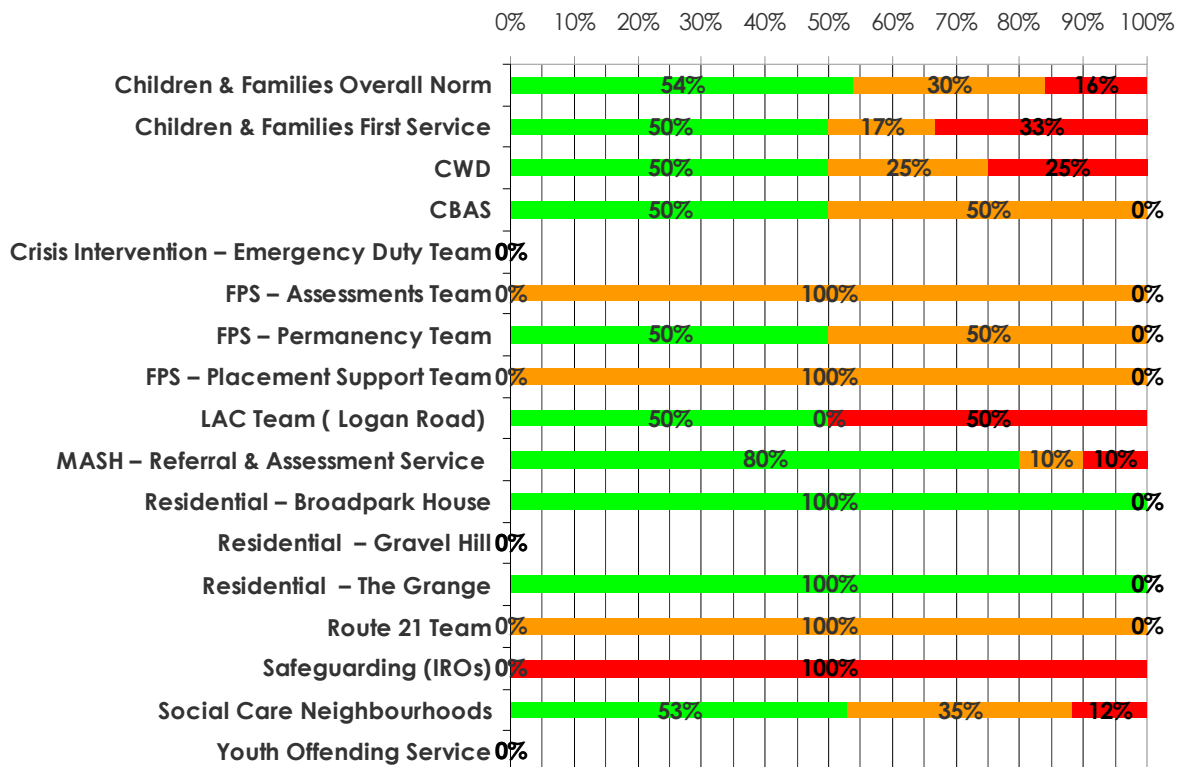
10. Are you always made aware of when new cases and / or work has been allocated to you?

Yes No Not applicable to my role



NQSW Question. Do you believe you have been given a case load which is appropriate to your newly qualified status and the stage you are now at in your assessed and supported year of employment?

Yes, definitely No, it's been too high at times No, my case load has been too high since I started





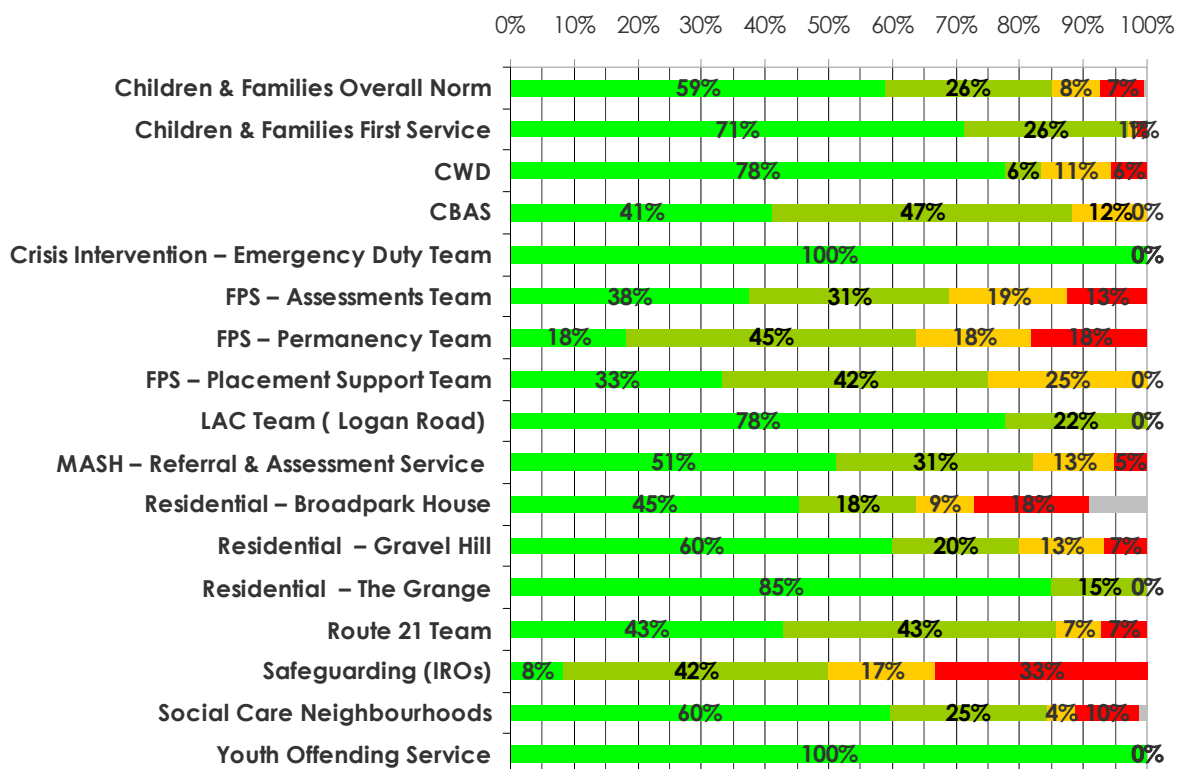
## Task Assistance / Management

This question focuses on you benefiting from assistance/ support in managing your workload, cases, tasks etc.

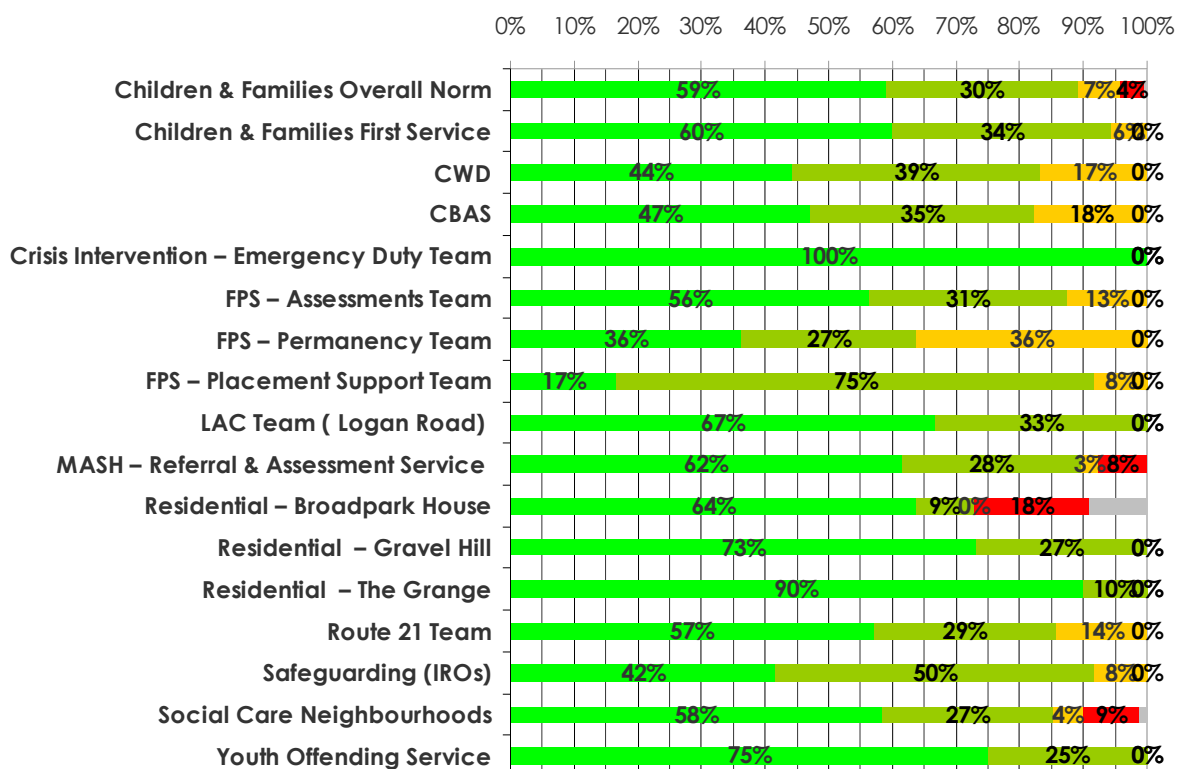
### 11. Do you and your supervisor ...

■ Yes, always    
 ■ Most times    
 ■ Sometimes    
 ■ Hardly ever / never

#### a. use a standard agenda?



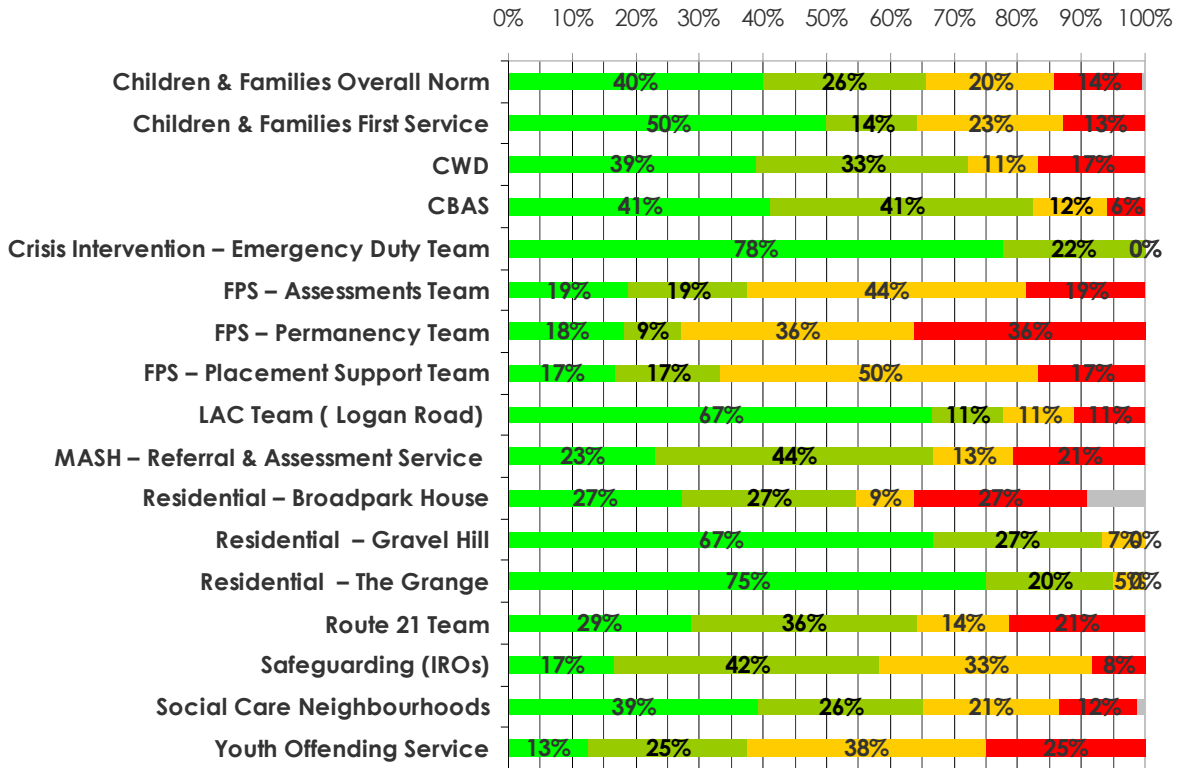
#### b. ensure your agenda items are discussed?



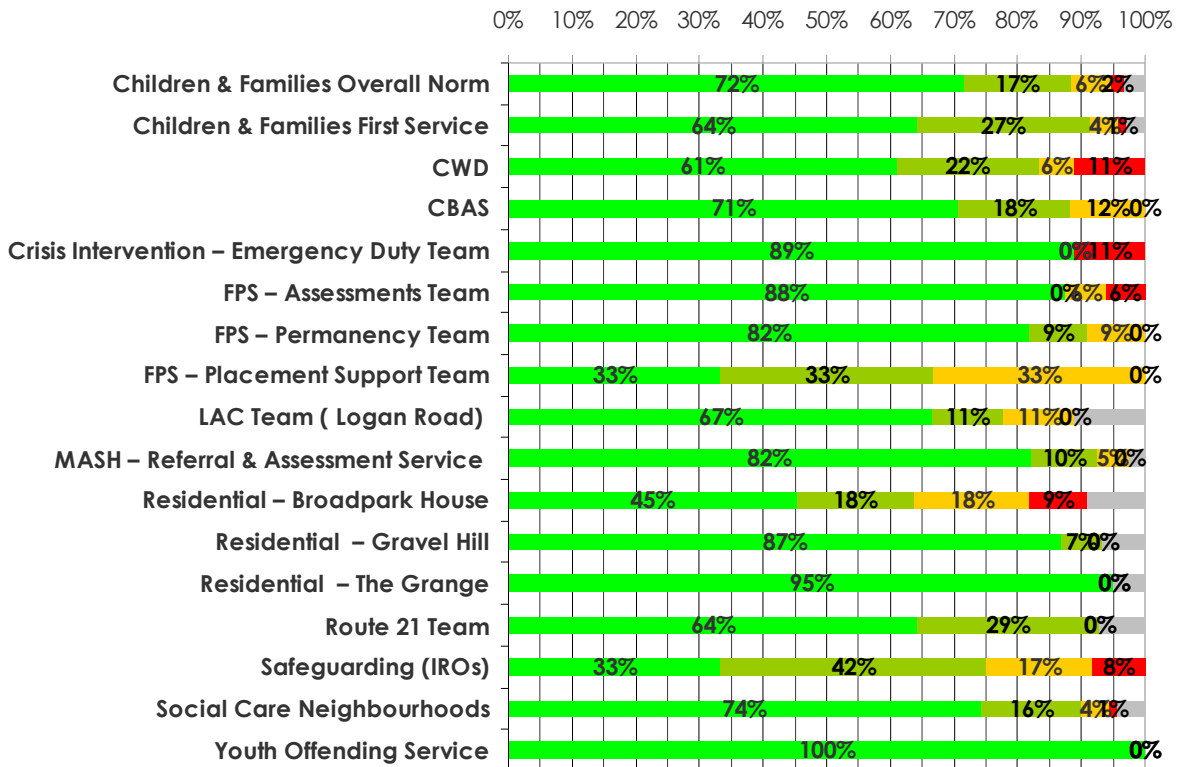
## 11. Do you and your supervisor ...



c. refer to the notes from your last session and discuss whether follow up work or actions have been completed within timescales?



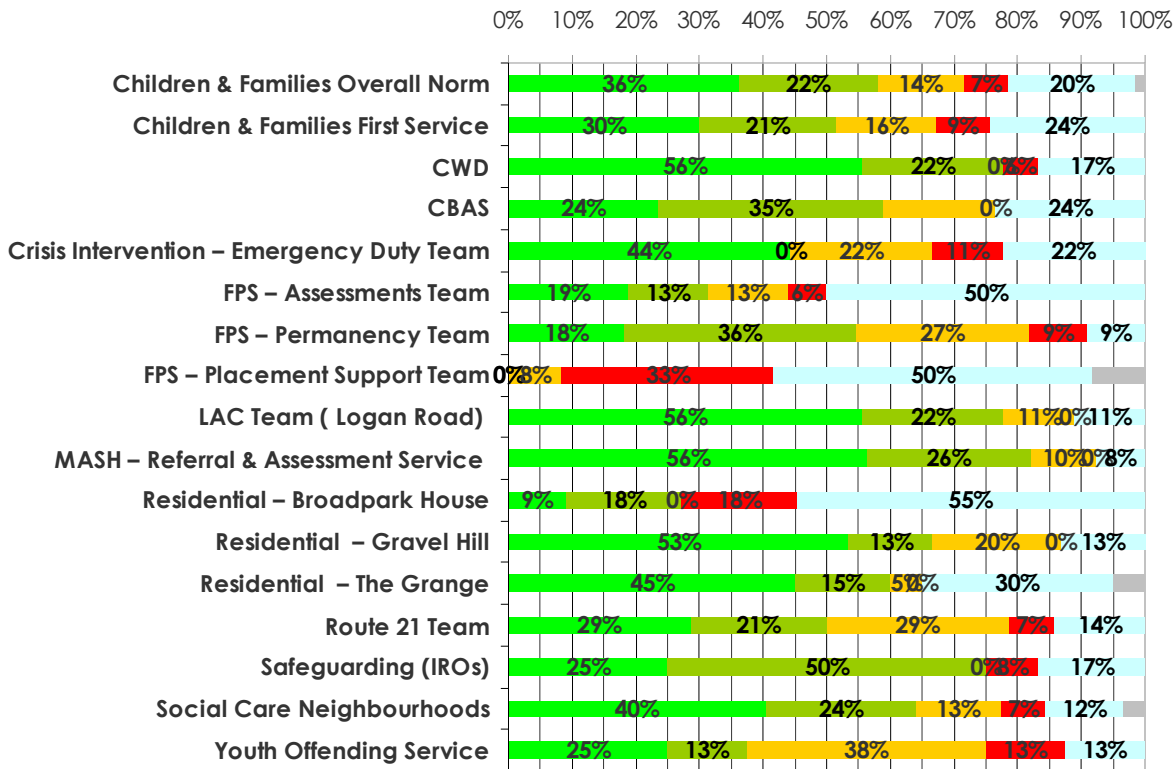
d. always discuss your active and new cases (if applicable) and / or current work?



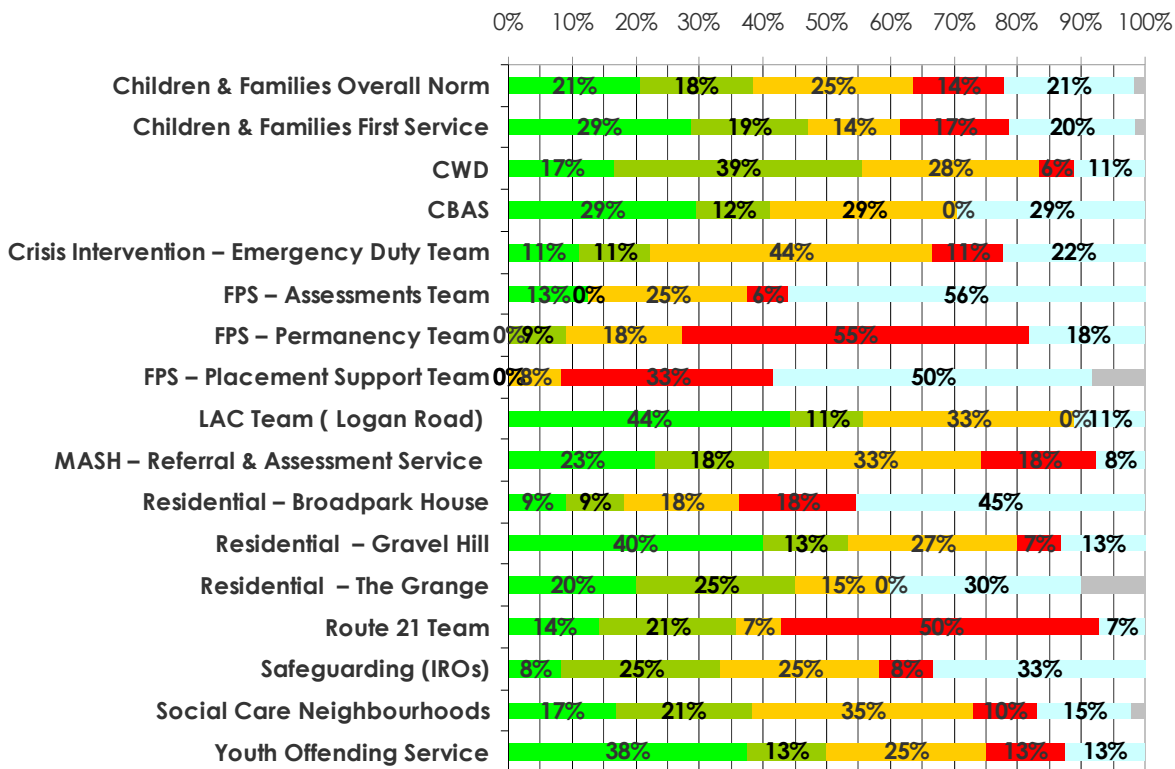
## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my role

### e. always include evidence of the child's current views and wishes in case discussions?



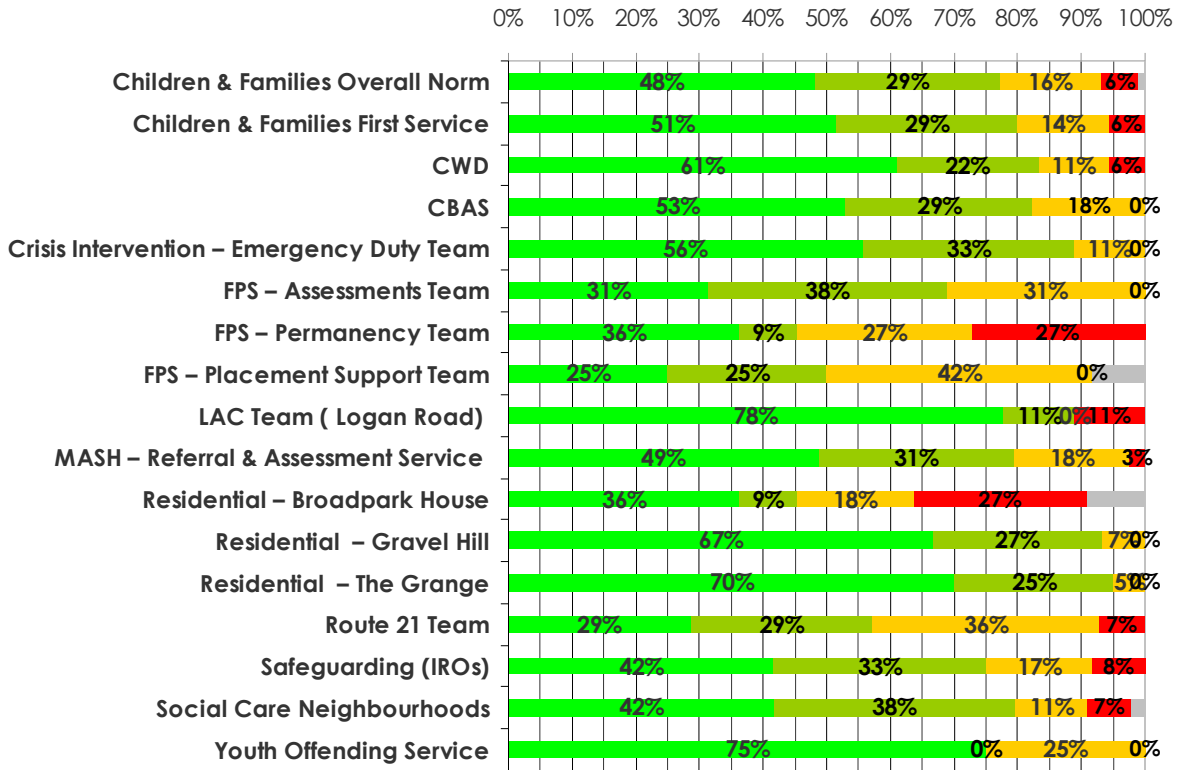
### f. refer to case notes on children's files?



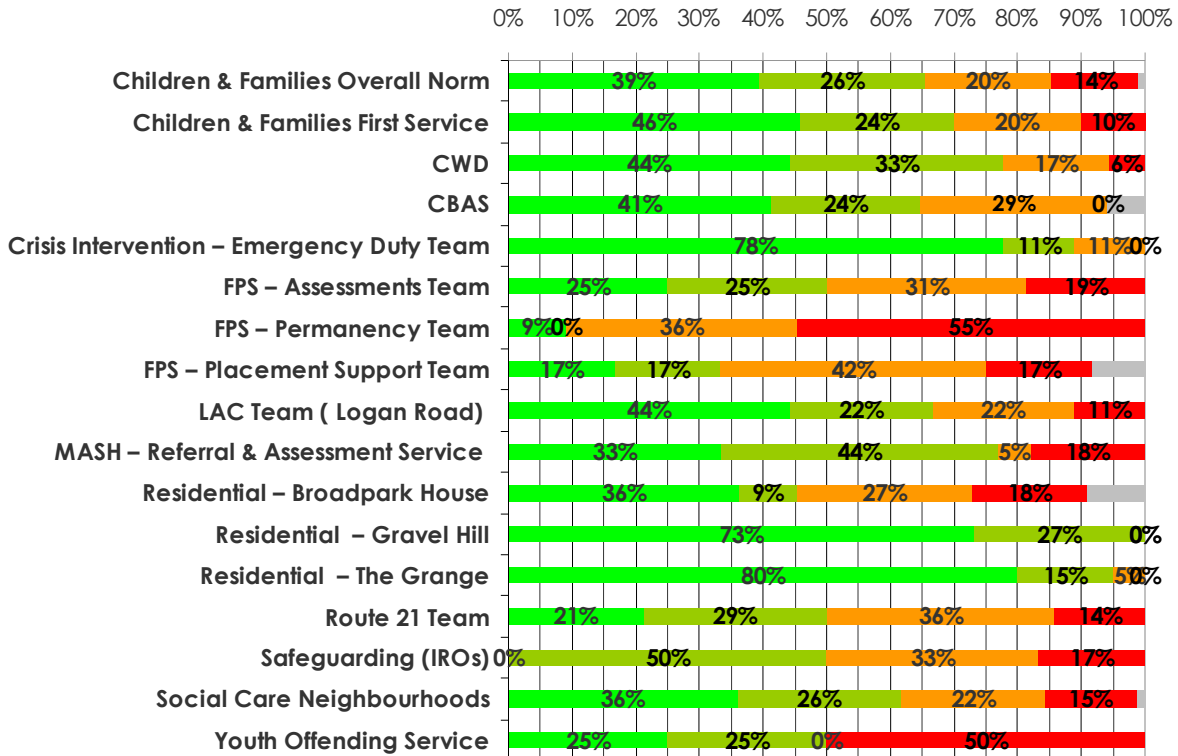
## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never

**g. discuss how you can work effectively and any help you need e.g. by clarifying your role, understanding the task in hand, problem-solving etc.?**



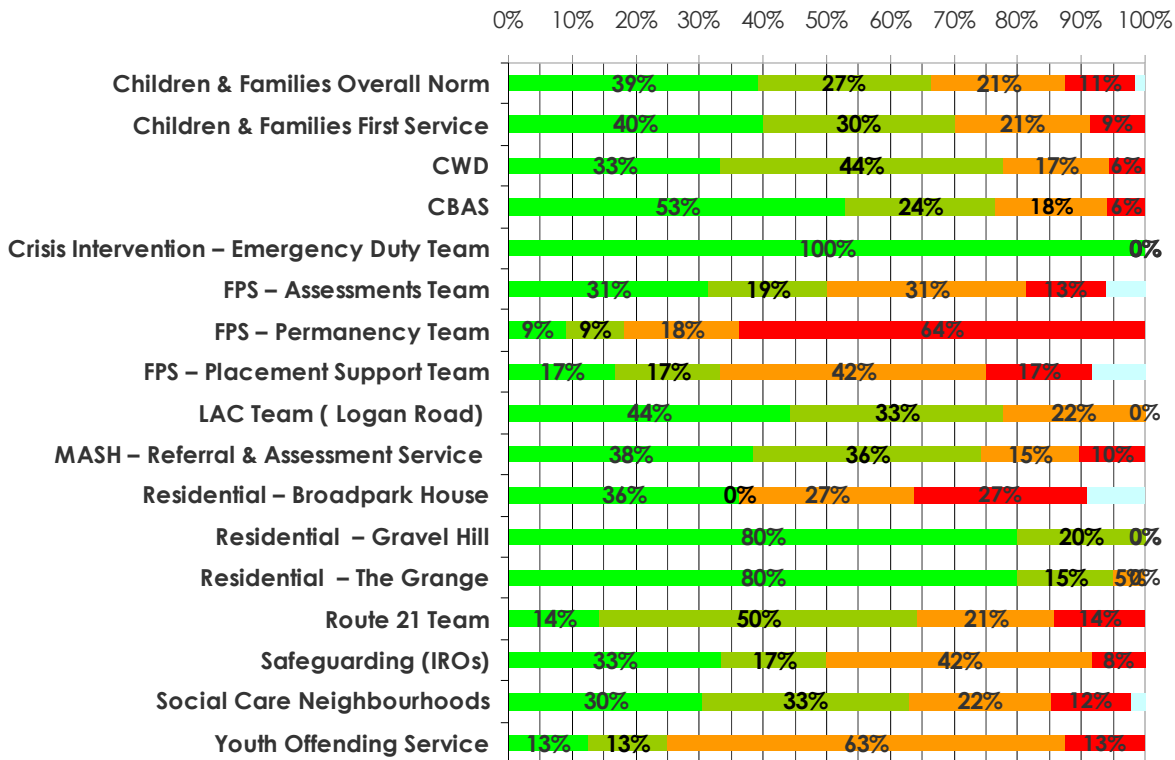
**h. make time to discuss, identify and agree any learning and development priorities / opportunities?**



## 11. Do you and your supervisor ...

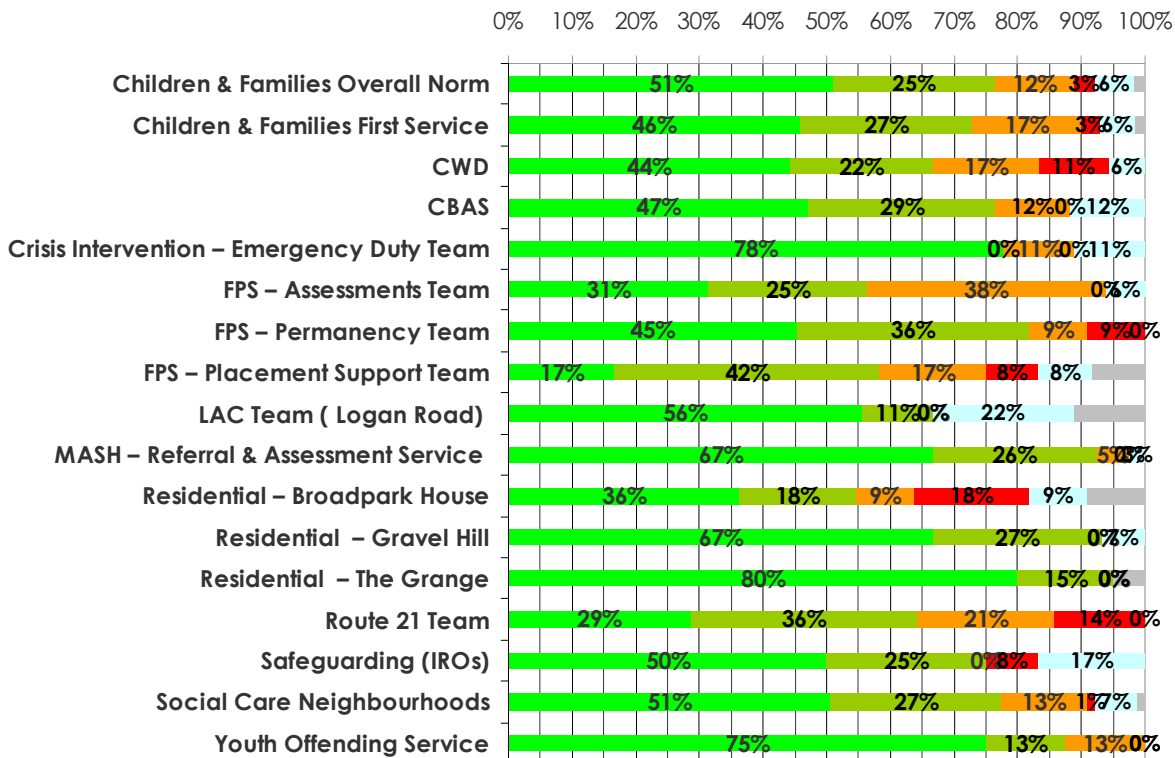
■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never

### i. use the opportunity to critically reflect on your current practice?



### j. end by leaving you clear about case and other decisions taken in the session?

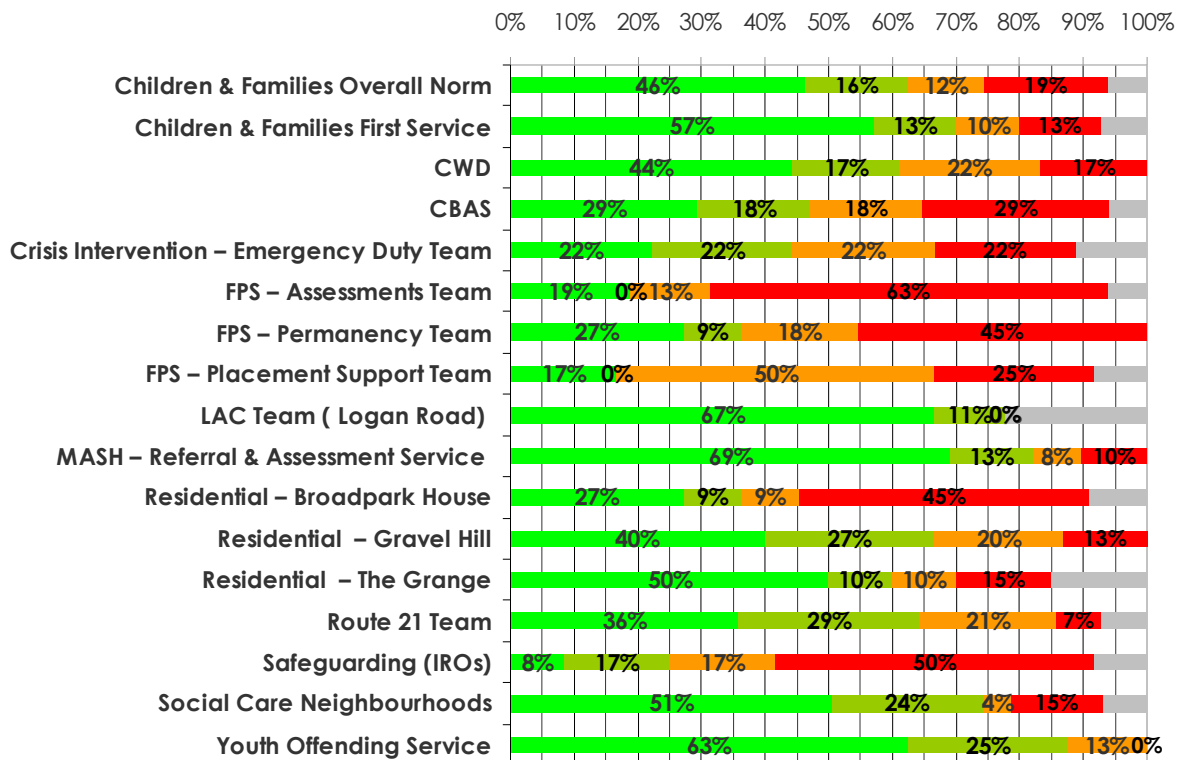
■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my role



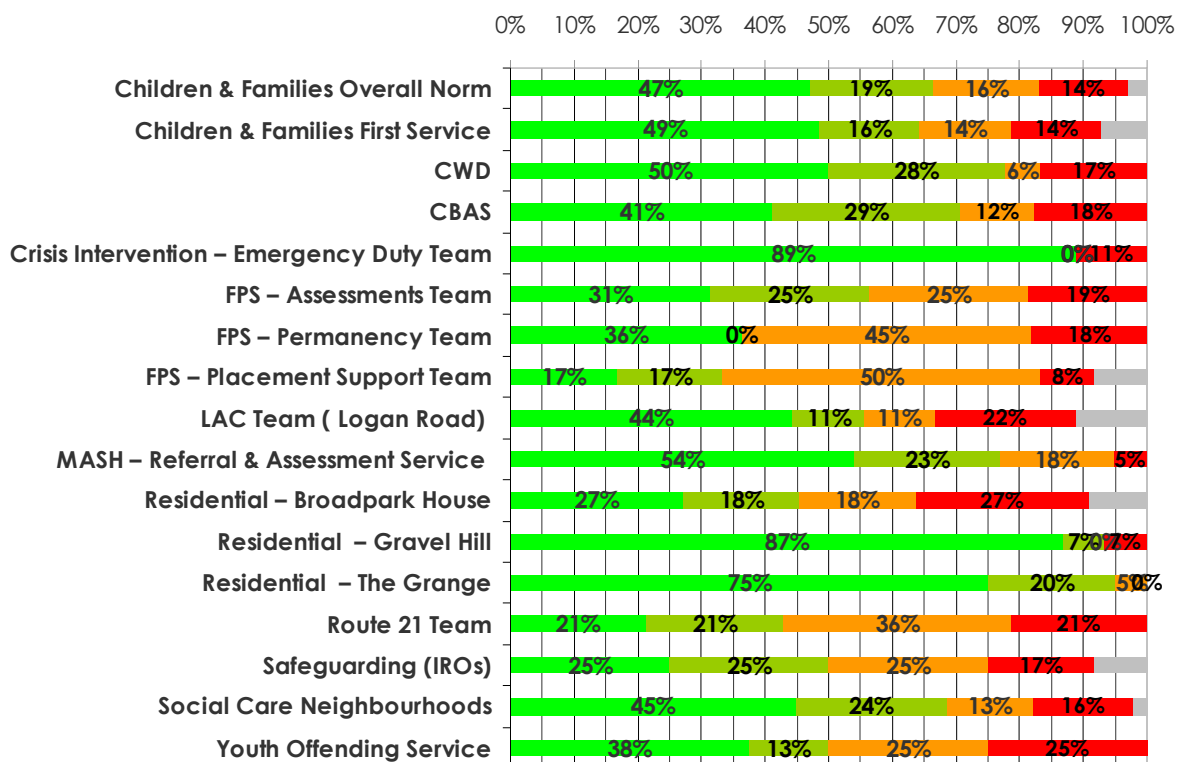
## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never

### k. record discussions and decisions on the child's file?



### l. ensure any areas of disagreement are openly explored and recorded on the supervision record?

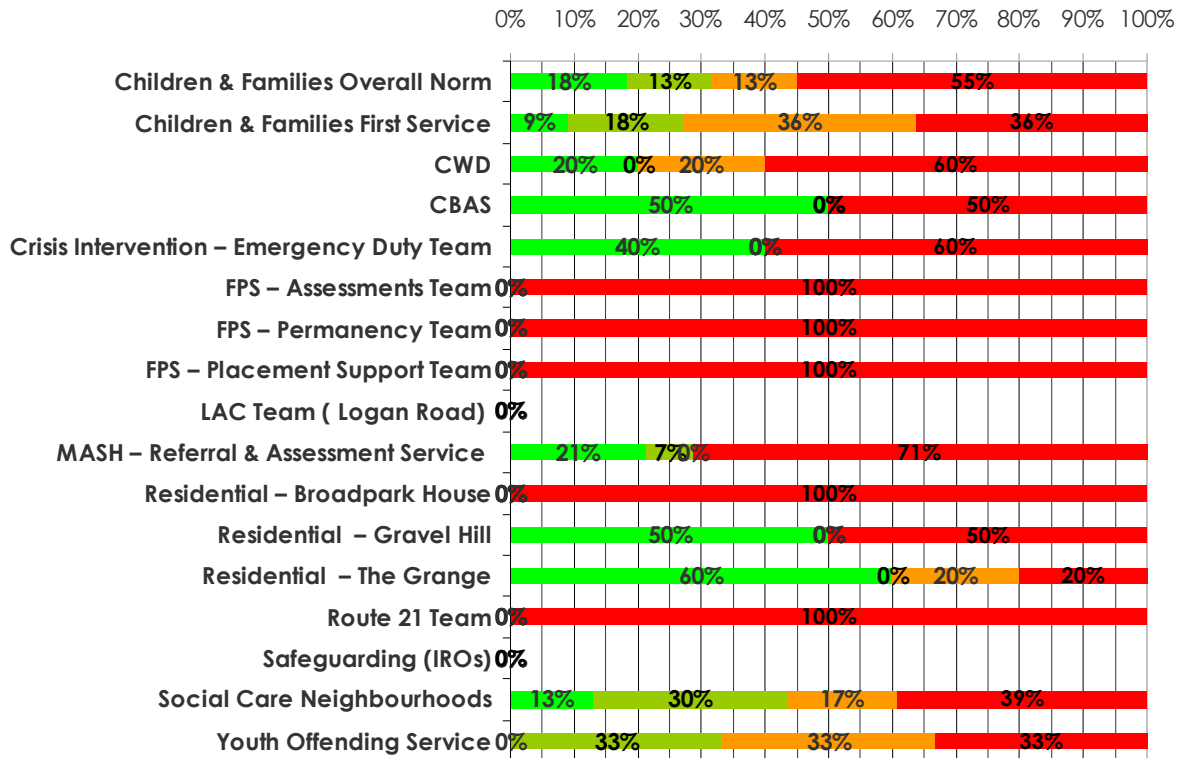


## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never

m. involve a 3rd party if there have been any occasions when you and your supervisor have disagreed about the management of a case?

**NB: A total of 82 people answered this sub-question – the rest of respondents selected the option 'Not applicable as no areas of disagreement yet/'**



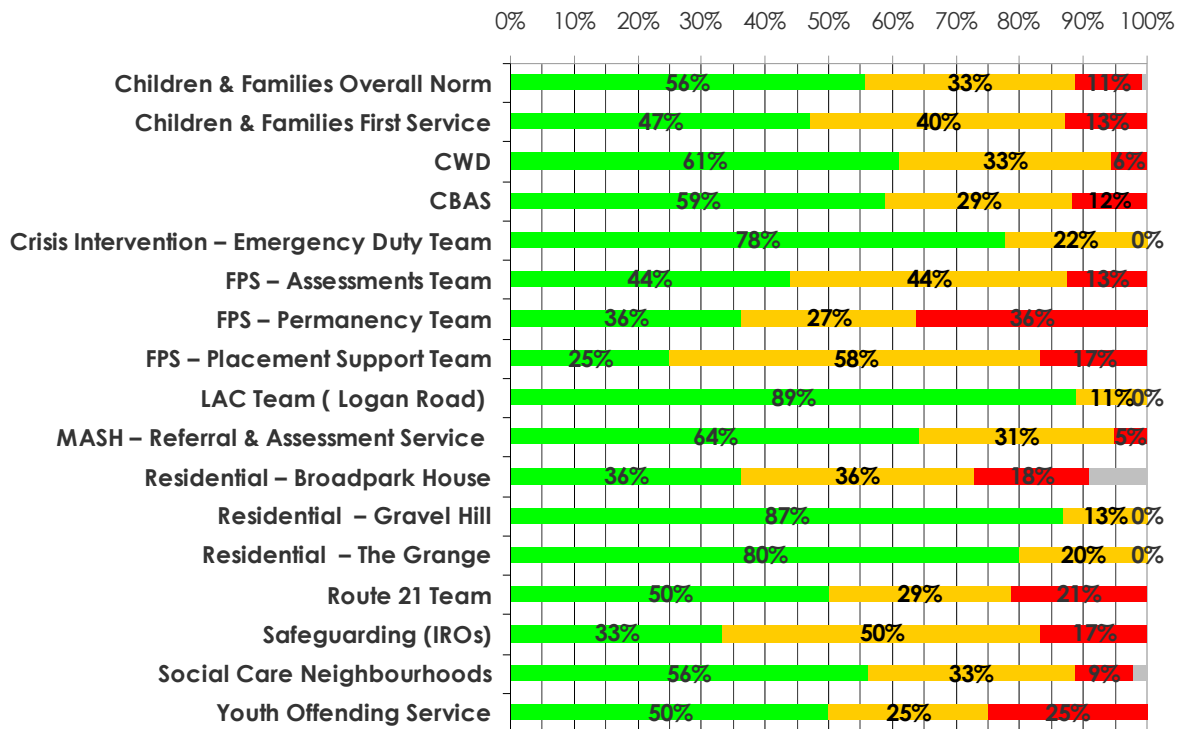
## Professional development

This question focuses on how your professional development is supported as an important part of your supervision outcomes ...

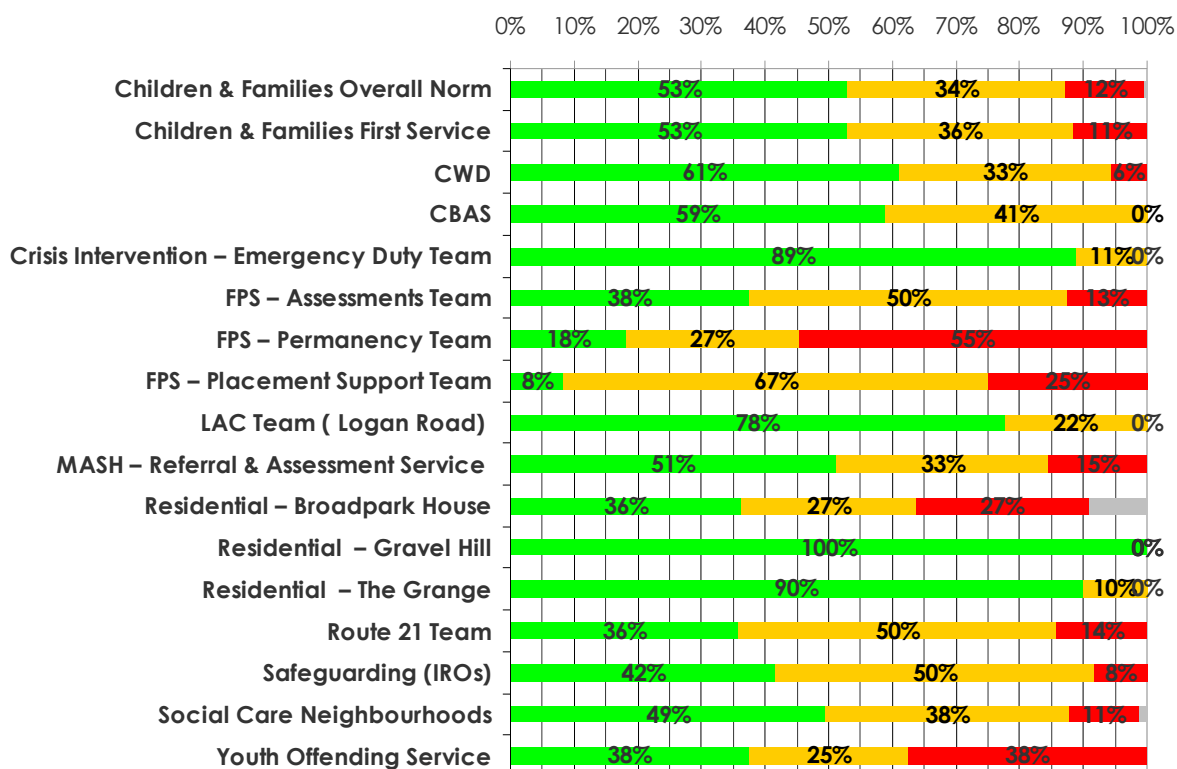
### 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

#### a. is grounded in a secure knowledge of your strengths and weaknesses by you and your supervisor?



#### b. gives you the opportunity to critically reflect on your current practice?

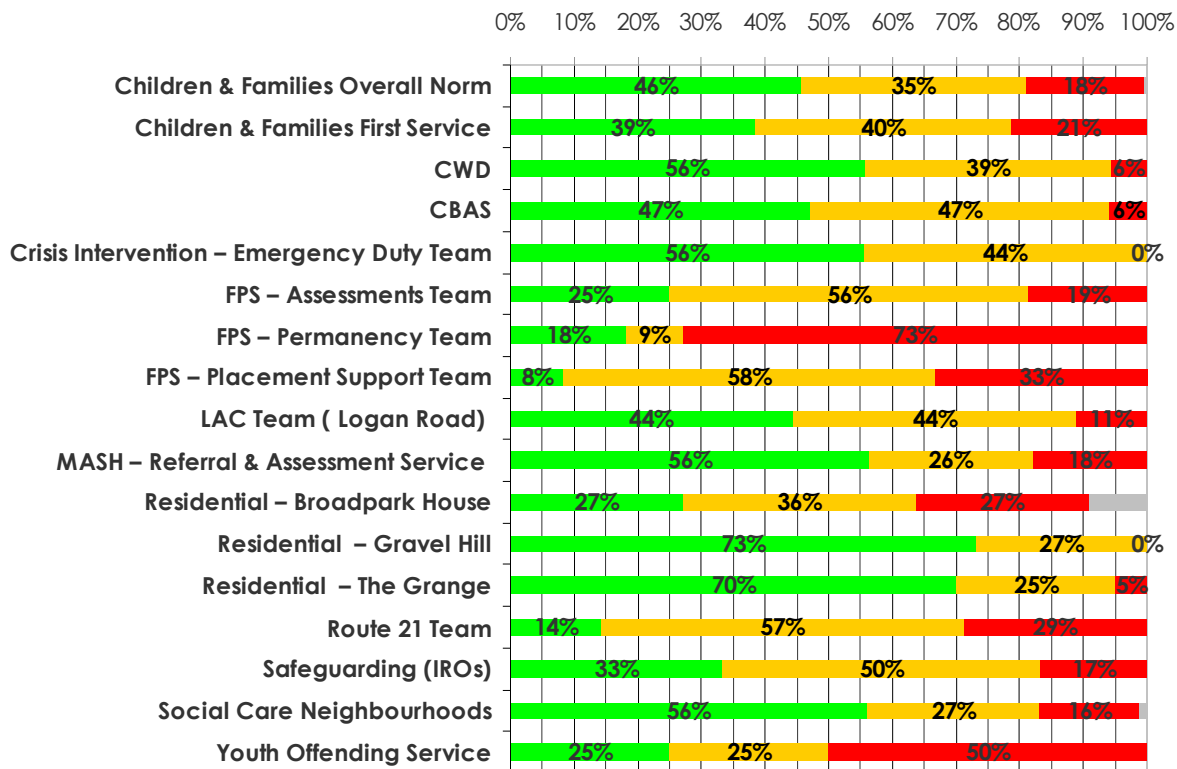




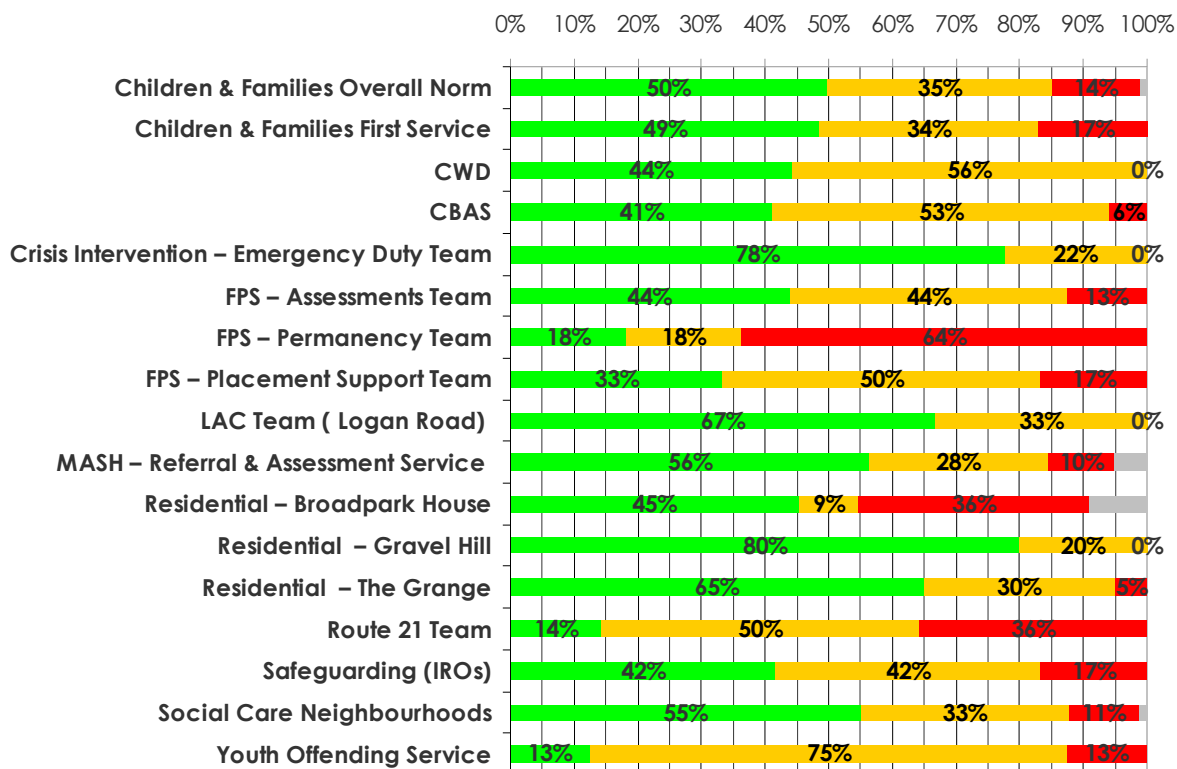
## 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

### c. directly helps develop your professional practice? e.g. through coaching, setting up joint visits etc.



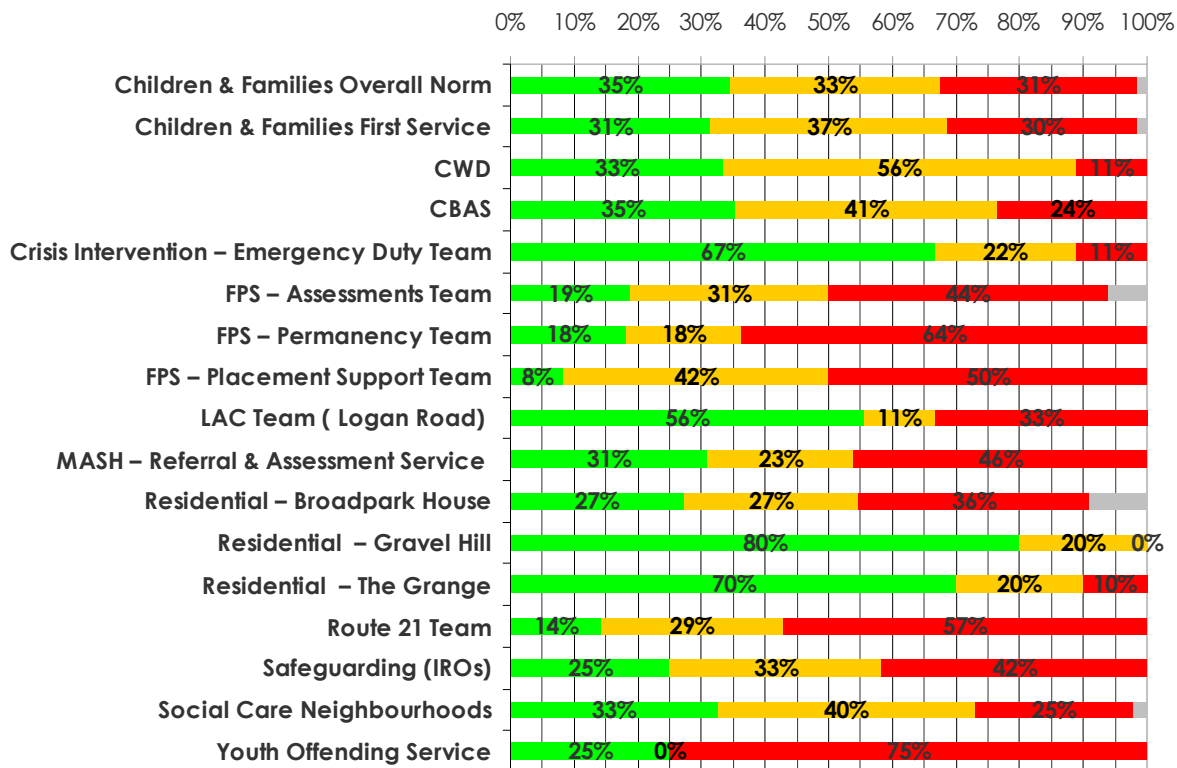
### d. supports you in improving your performance and achieving your agreed performance objectives?



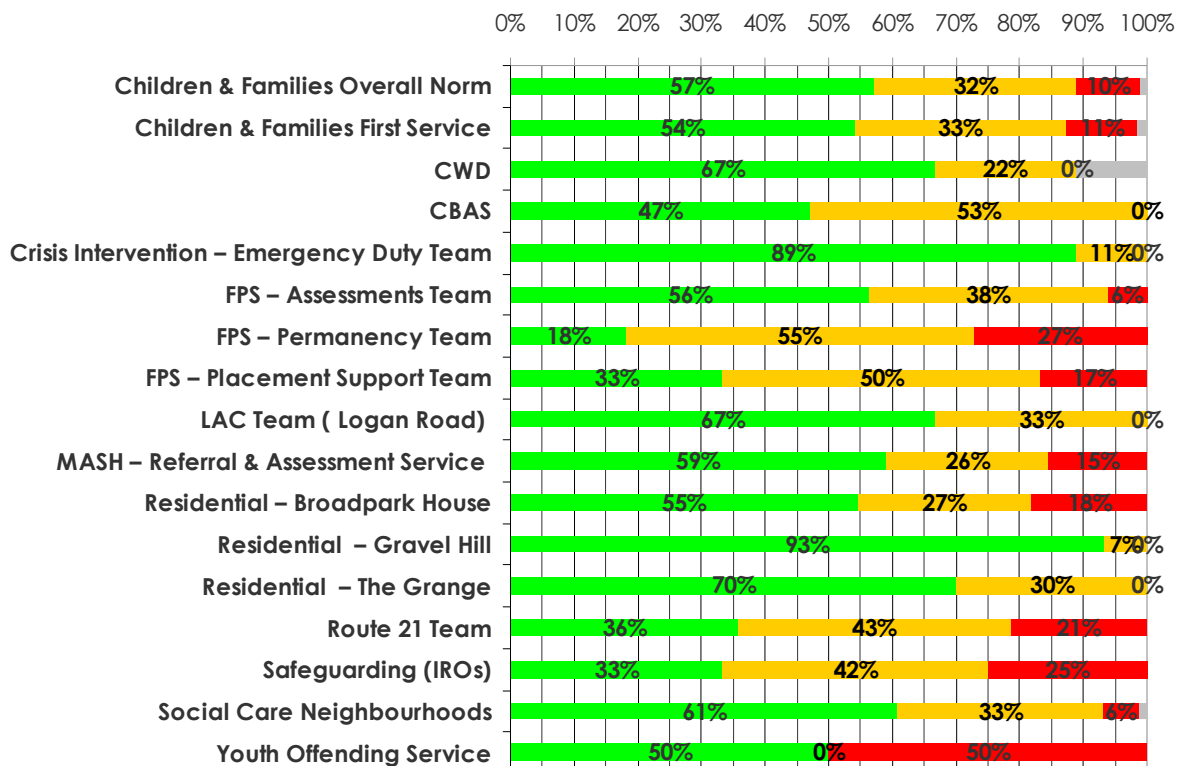
## 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

### e. Where relevant makes links between supervision and your annual appraisal / Personal Development Plan?



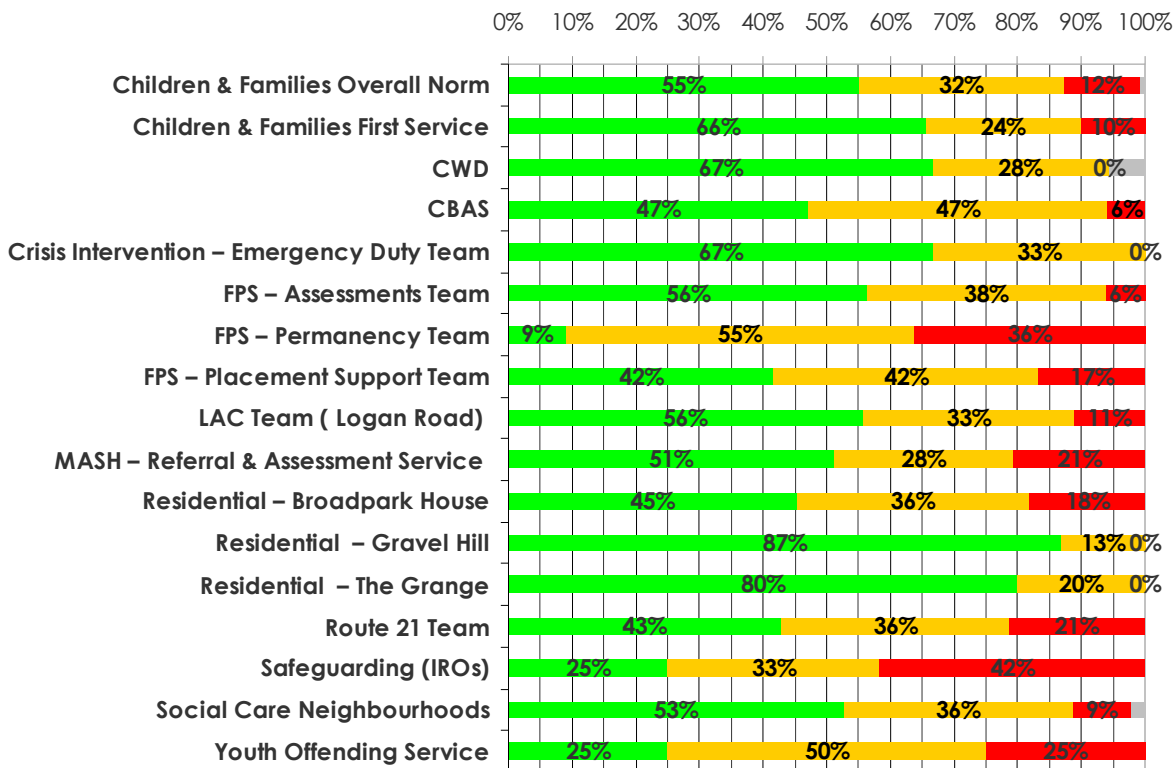
### f. includes encouragement from your supervisor to take up any learning and development that has been identified and agreed?



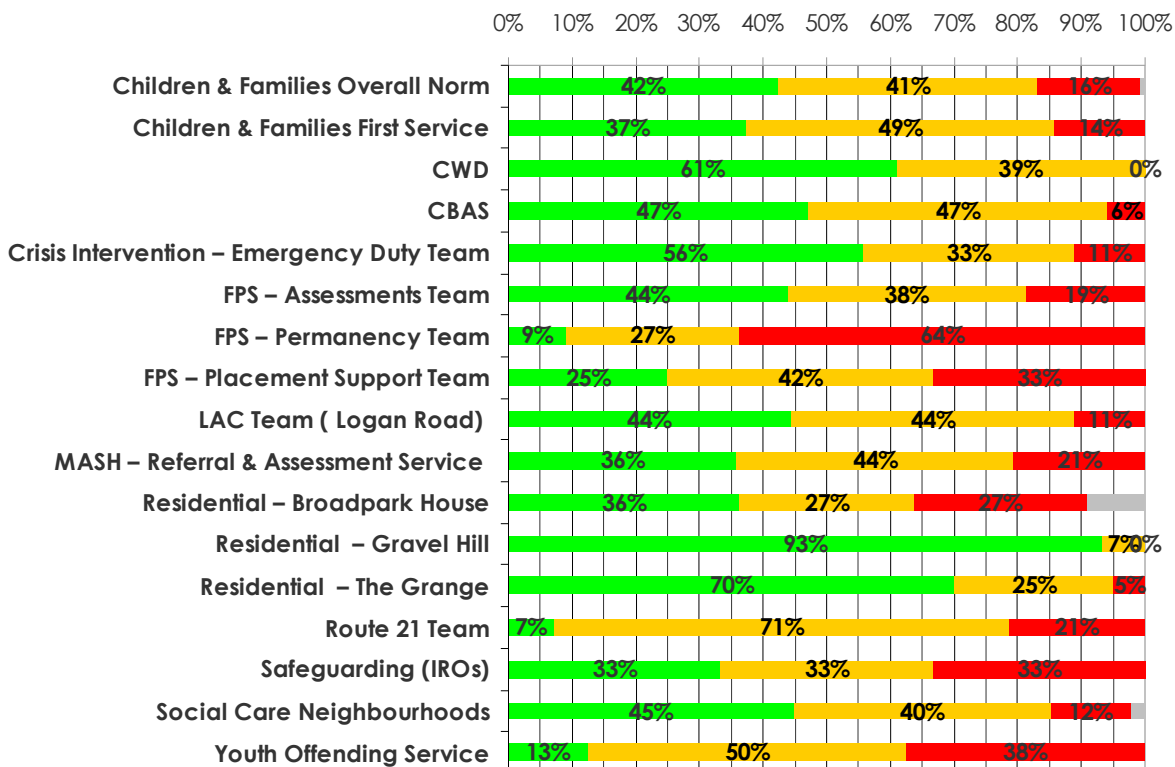
## 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

g. includes discussing any learning, training and development you have attended / undertaken?



h. supports you on how you will integrate any learning and development into your practice?



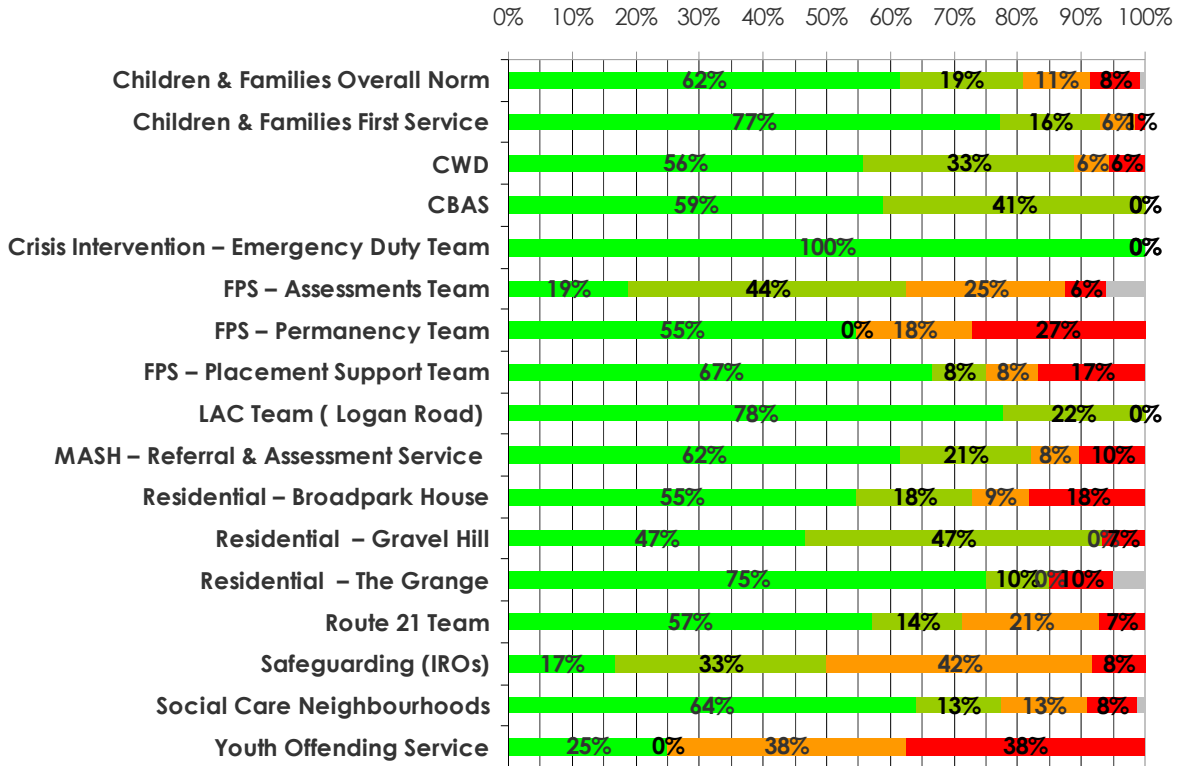
## Staff well-being ...

This question explores how much you feel personally supported to have a sense of well-being related to your work - this can be to do with your health, safety and welfare.

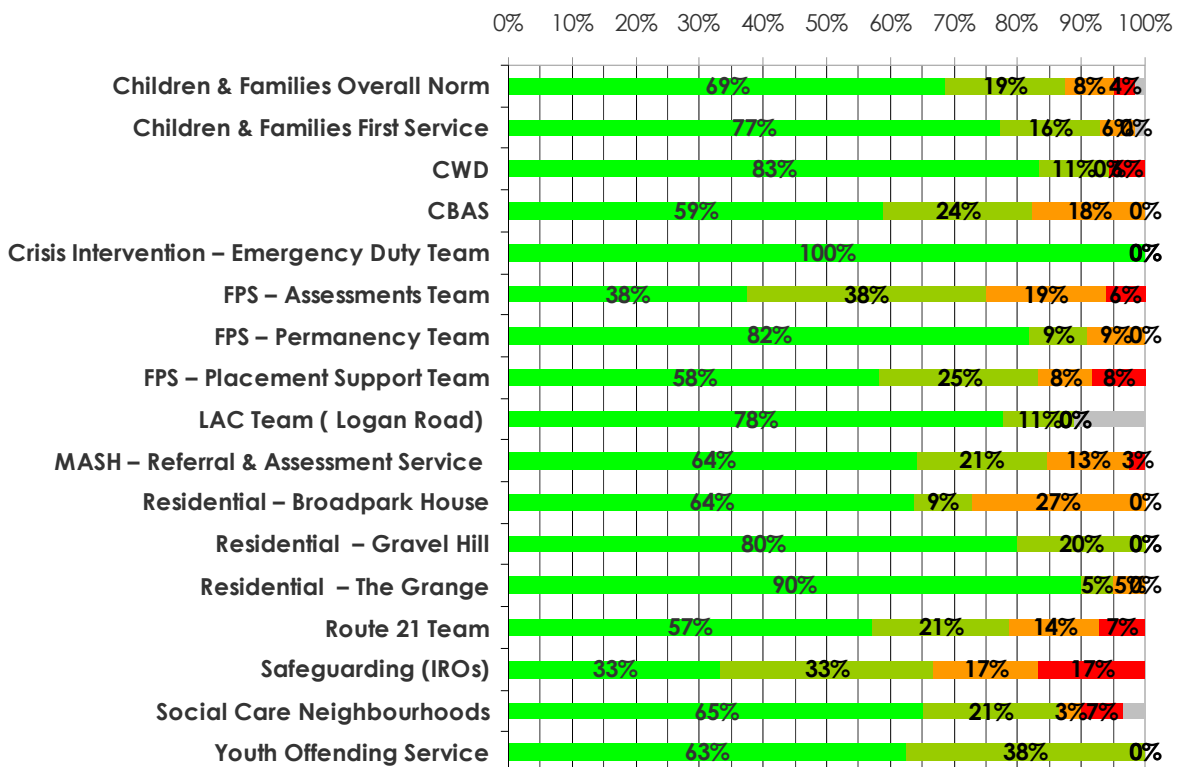
### 13. During your supervision sessions ...



#### a. Is the topic of staff wellbeing an early item on the agenda?



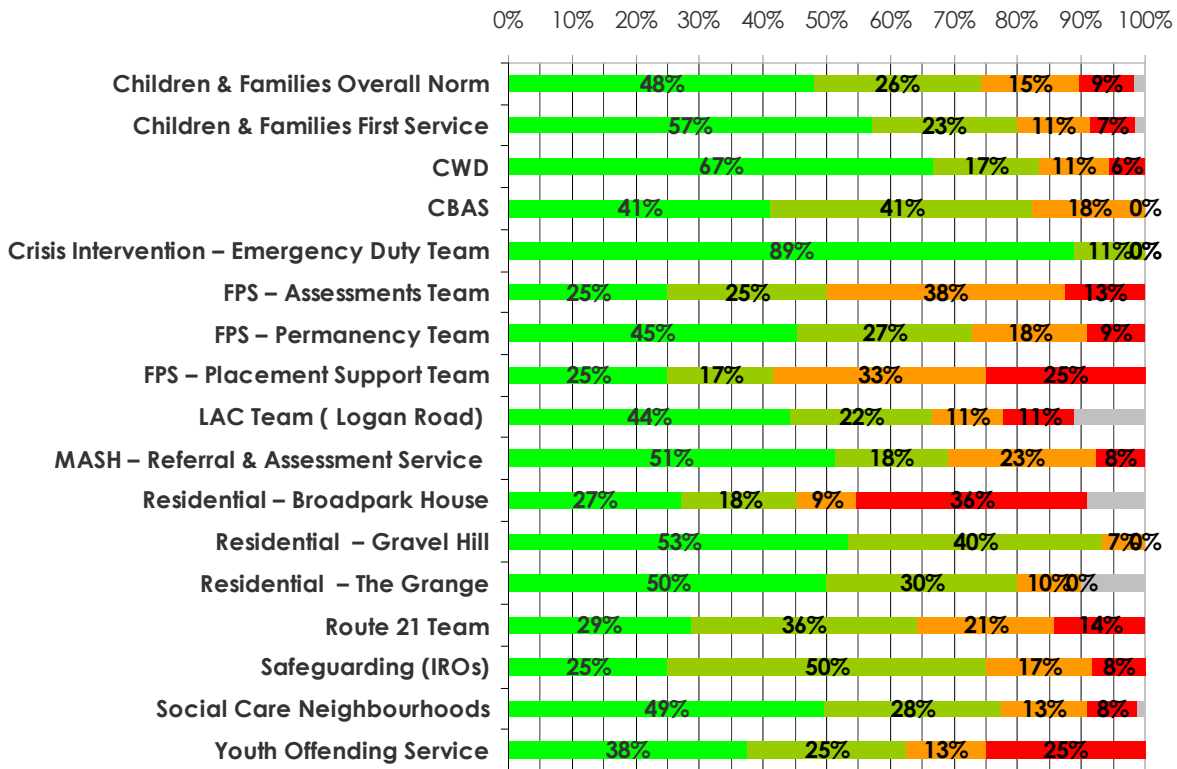
#### b. Are you able to raise issues to do with your safety at work or health or welfare?



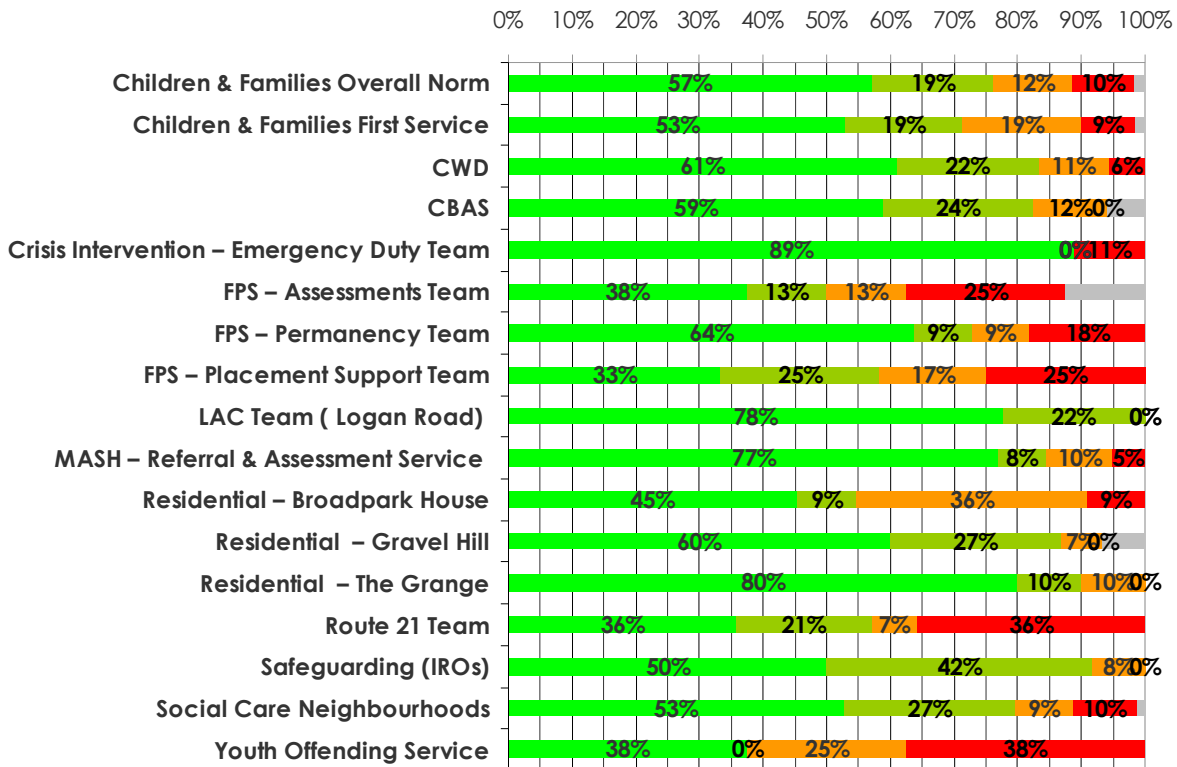
### 13. During your supervision sessions ...



#### c. Do you discuss time and workload management?



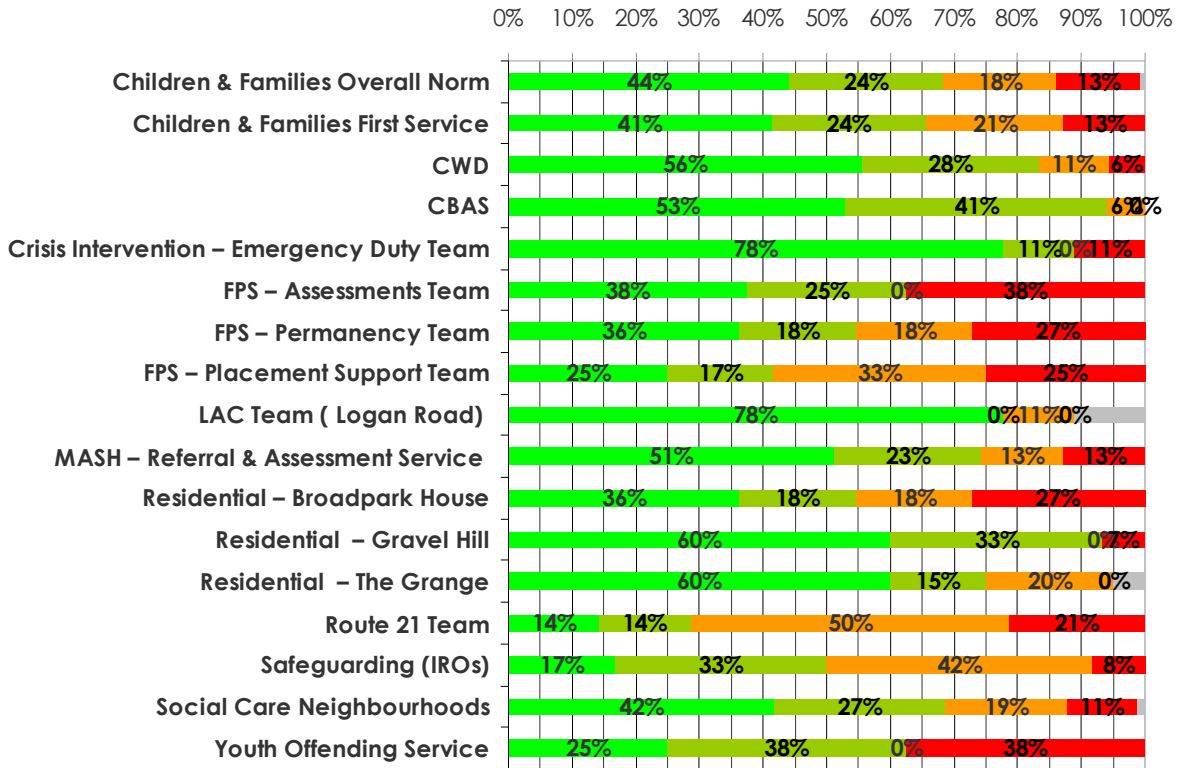
#### d. Do you feel you have a relationship of trust and openness, giving you the confidence to seek the emotional support you need to do your job?



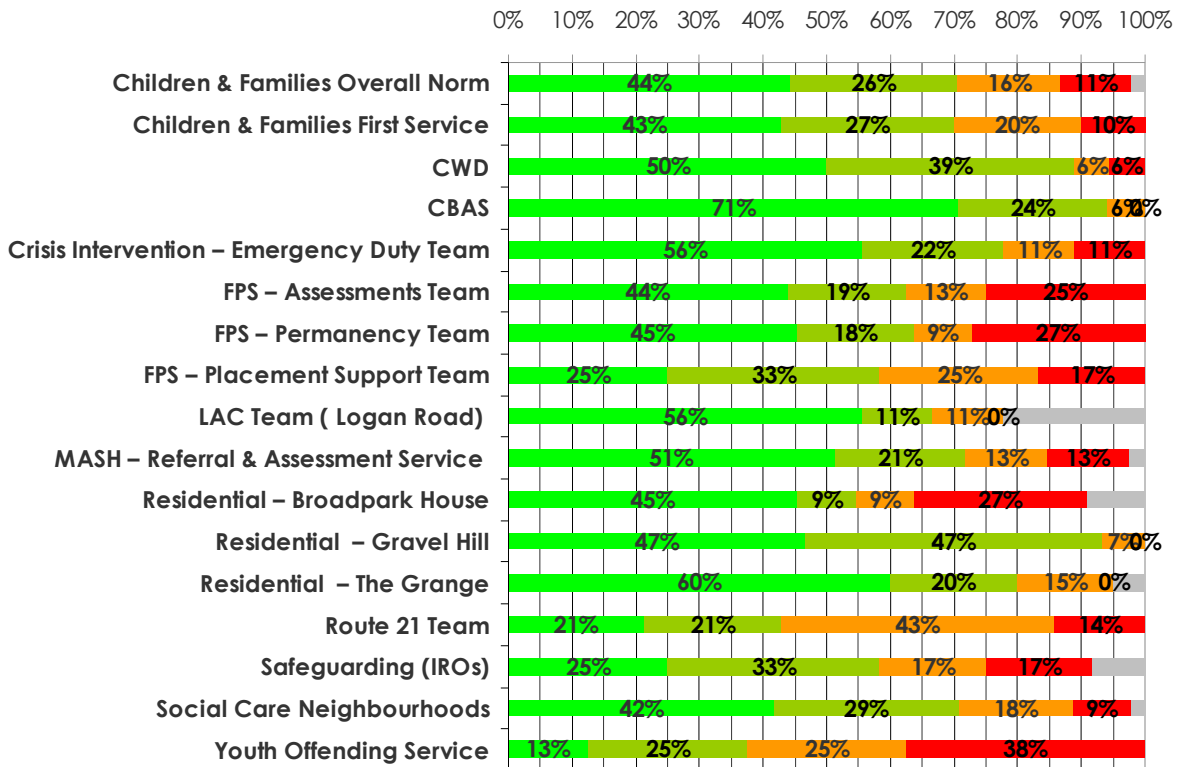
### 13. During your supervision sessions ...

■ Yes, always    
 ■ Most times    
 ■ Sometimes    
 ■ Hardly ever / never

#### e. Do you feel supported in recognising when you may be suffering work-related stress and agreeing remedies within an appropriate timescale?



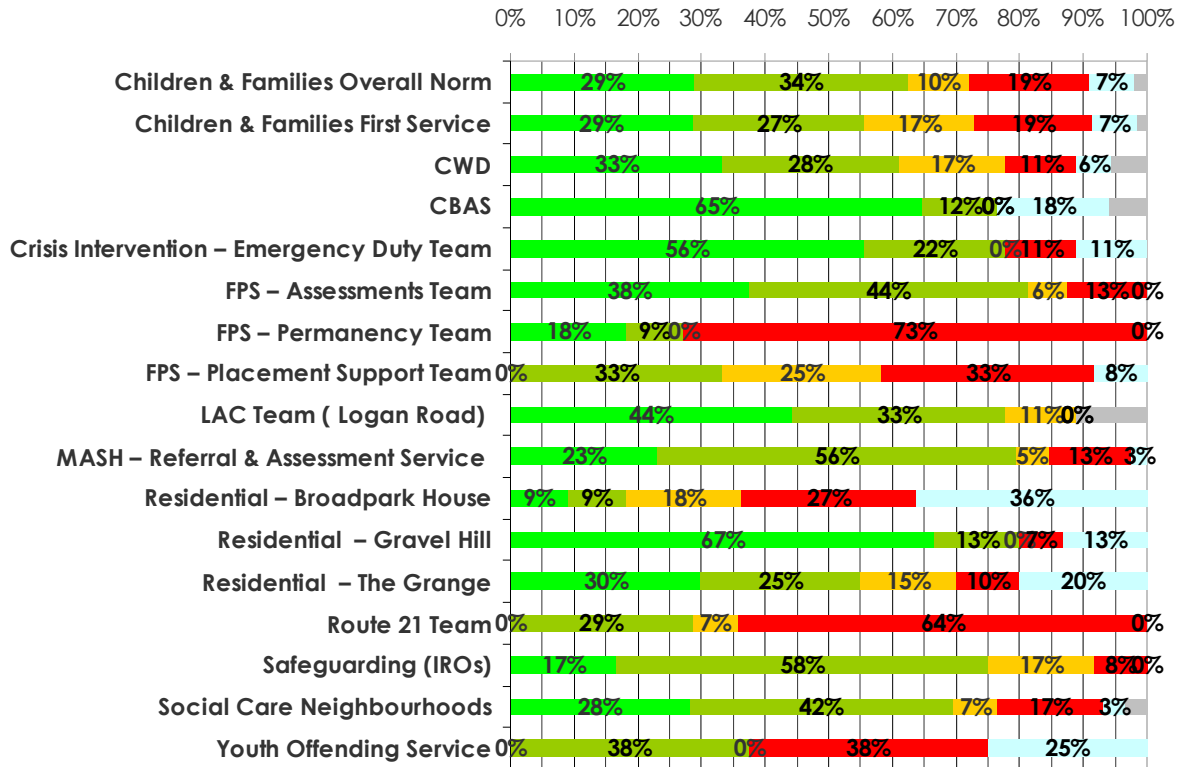
#### f. Do you feel you are given the emotional support you need to deal with your cases?



## Reflective supervision

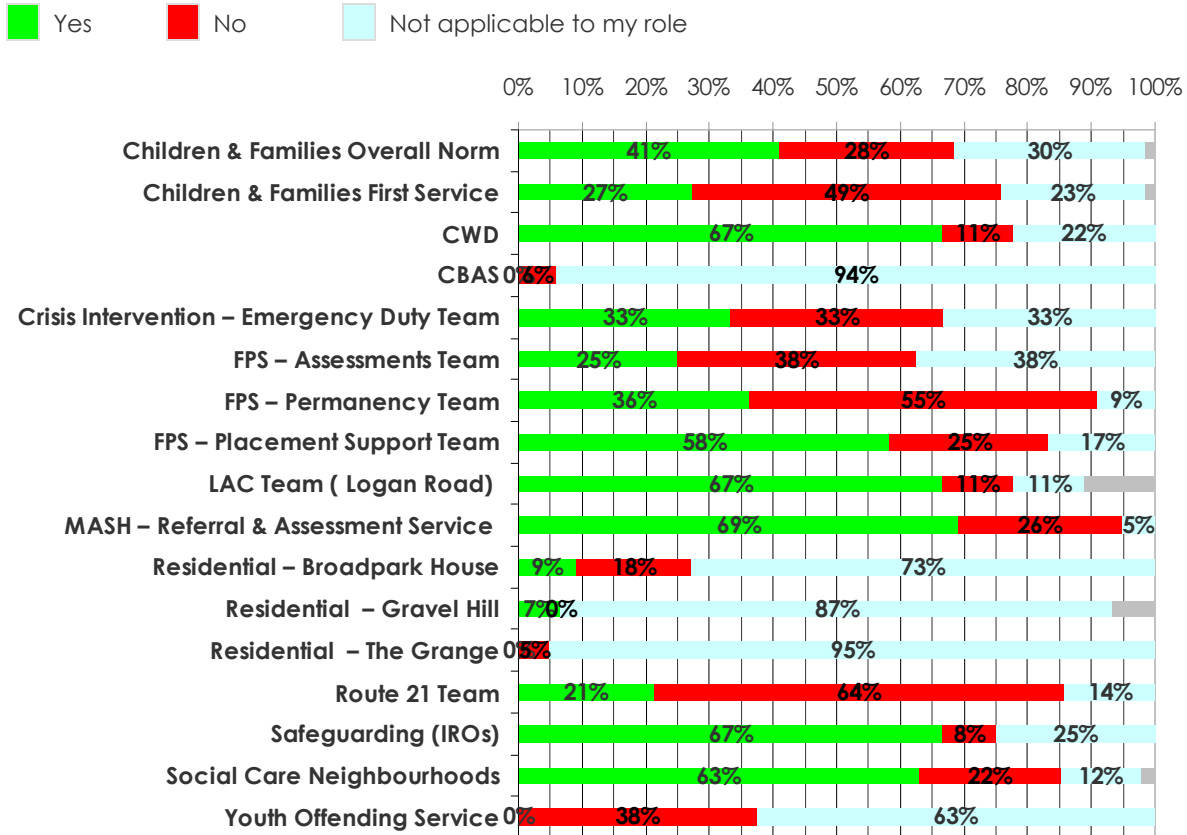
### 14. To what extent do you believe 'reflective supervision' is a characteristic of your supervision sessions with your manager?

- This has always been a strong feature of my supervision sessions
- It has always been a feature to some extent but could be improved
- It has recently been something we are trying to develop as a feature of my supervision, previously it wasn't
- It does not feature at all
- I don't really understand what reflective supervision means

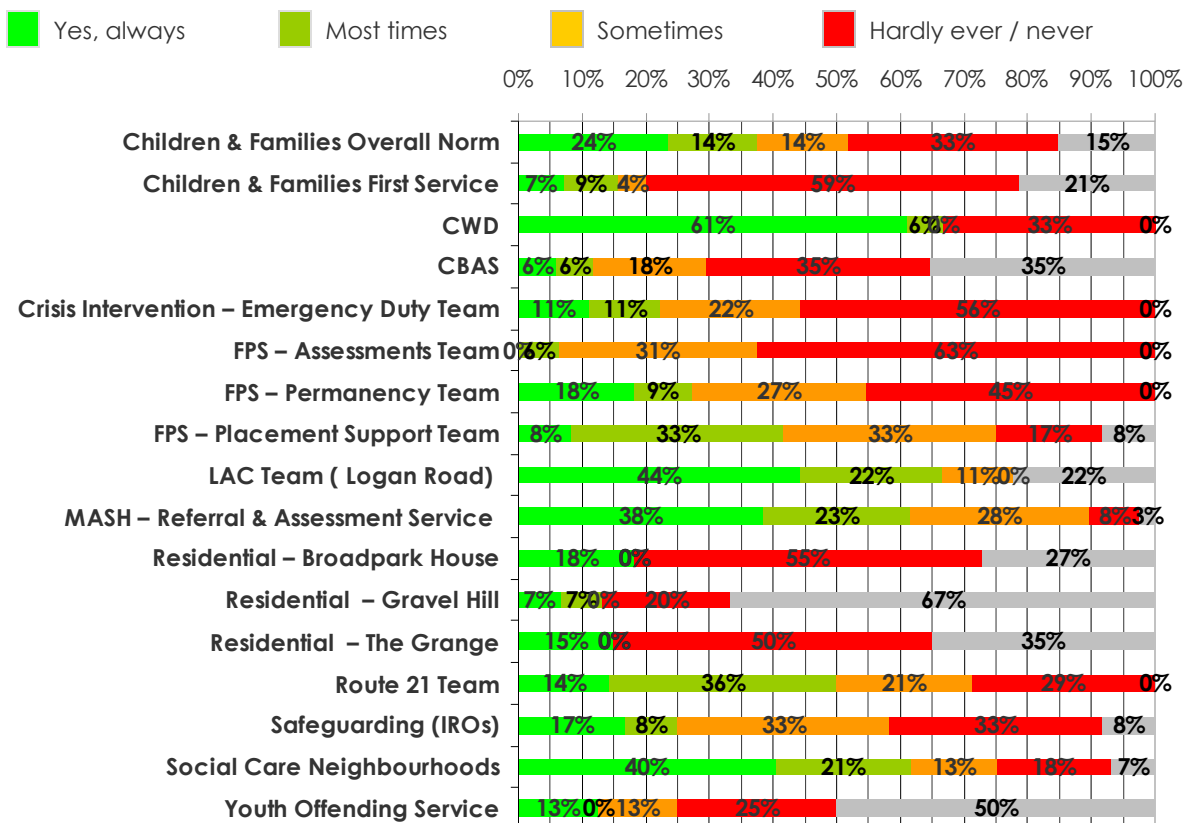


# Use of the Protocol and eCAF IT systems and how they support your supervision ...

## 15. Does the use of the Protocol and / or eCAF IT systems support your supervision sessions?



## b. Are all decisions / actions concerning service users recorded onto the Protocol system within 24 hours of the supervision meeting?



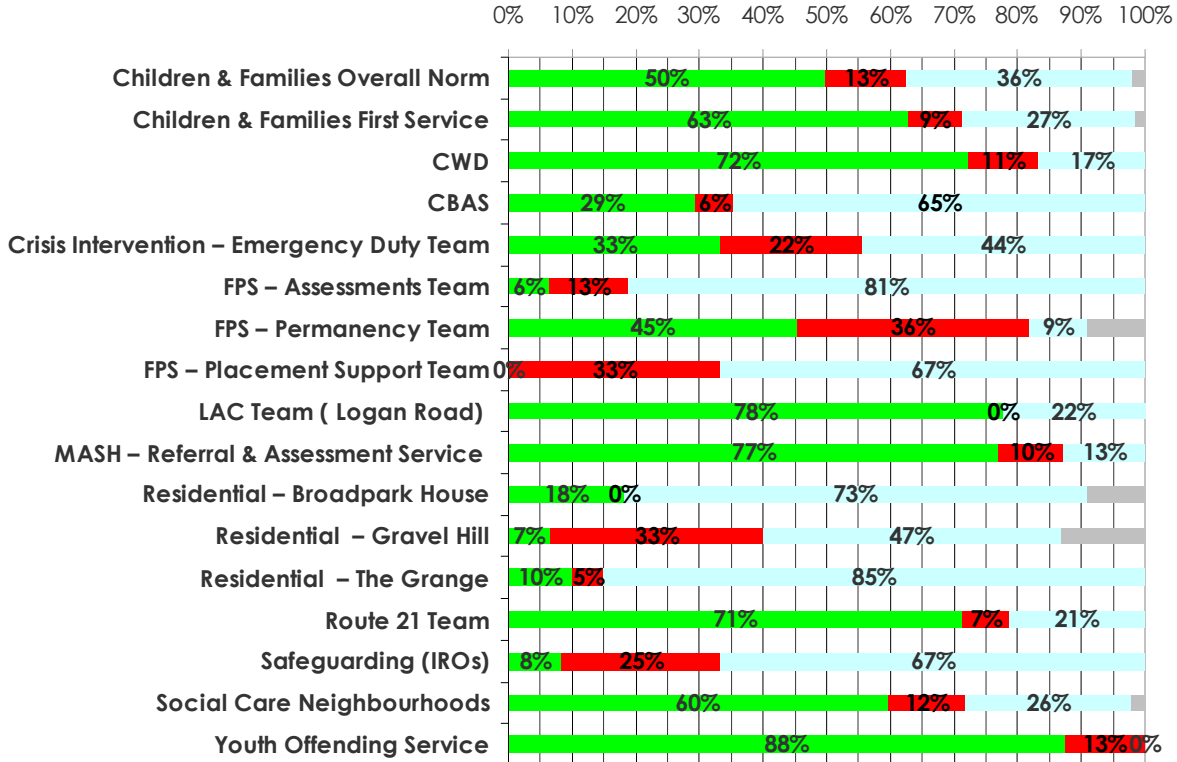


# Outputs from your supervision sessions ...

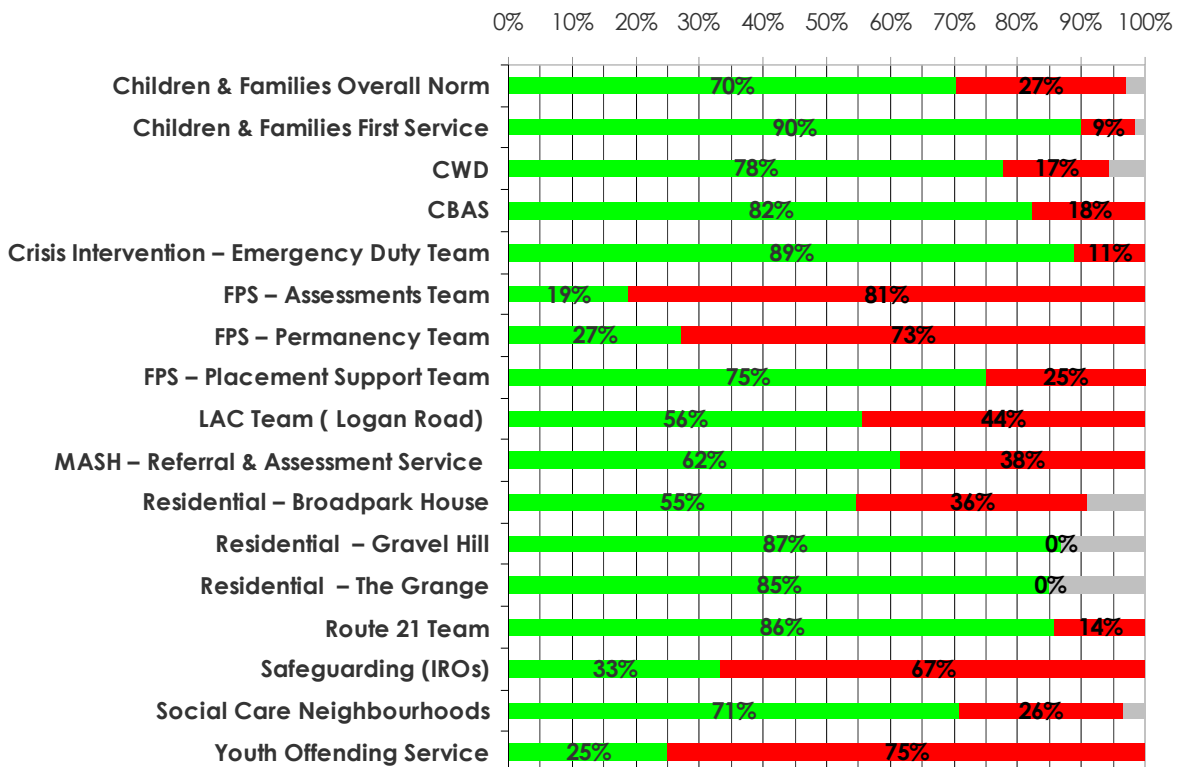
## 16. Does your supervisor ...

■ Yes    
 ■ No    
 ■ Not applicable to my role

### a. write-up notes about case discussions and place decisions about cases on the child's file?



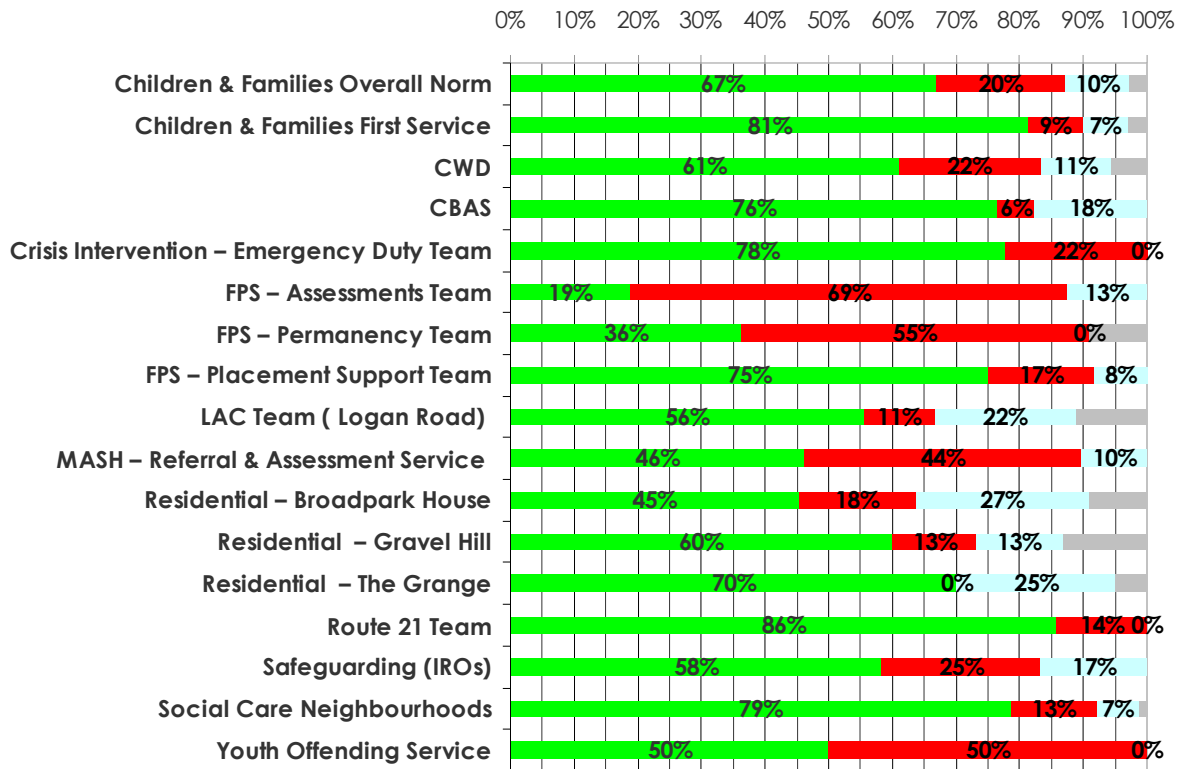
### b. agree the record of supervision with you, with you both signing it?



16. Does your supervisor ...

■ Yes    
 ■ No    
 ■ Not applicable to my role

c. give you a written record of your supervision, which includes case discussions if applicable?

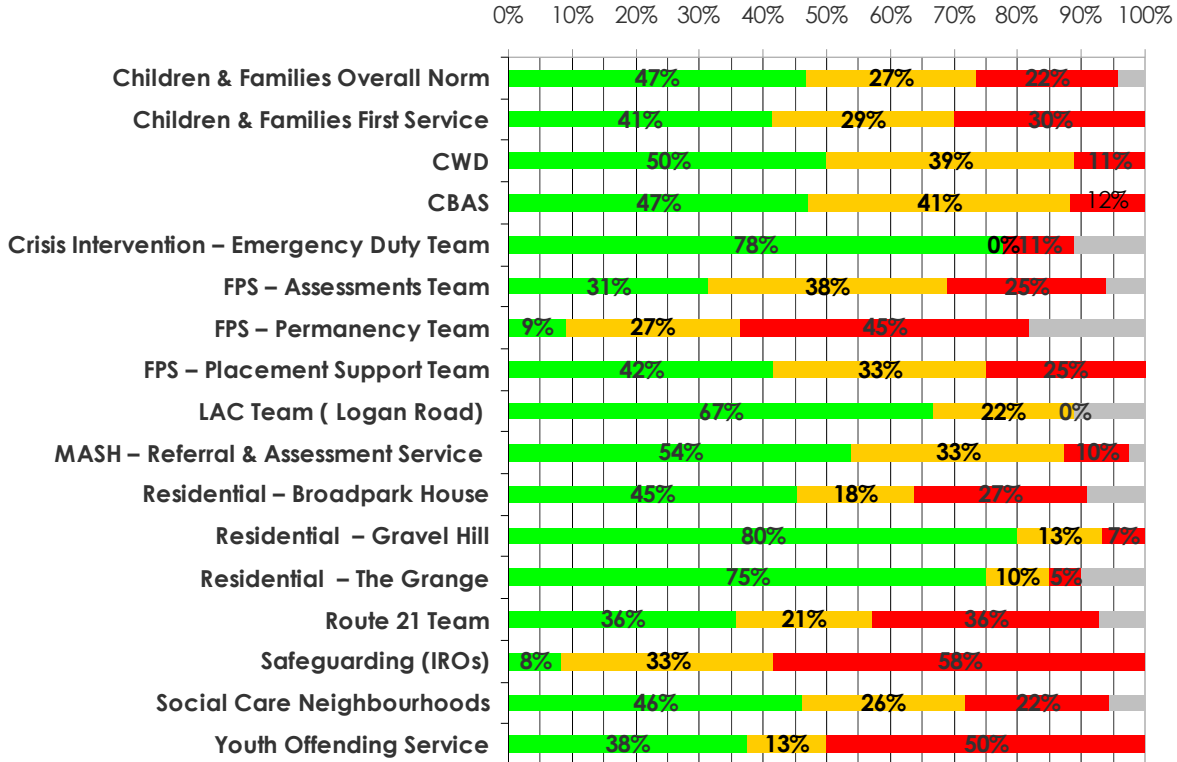


## Additional types of supervision and informal support....

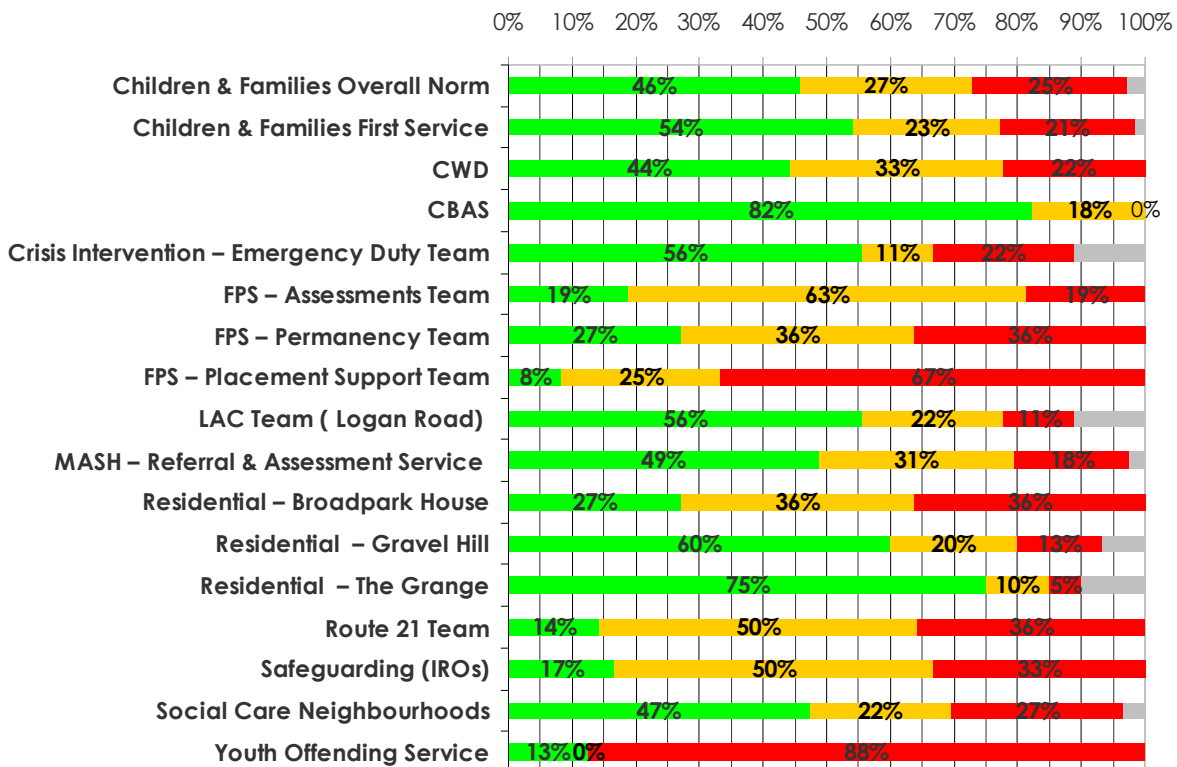
### 17. Do you have sufficient opportunities for other forms of 'informal' supervision including ...

■ Yes     
 ■ Not enough, I'd value more of this     
 ■ Not at all, I'd value this

#### a. Observations by and / or co-working with your supervisor?



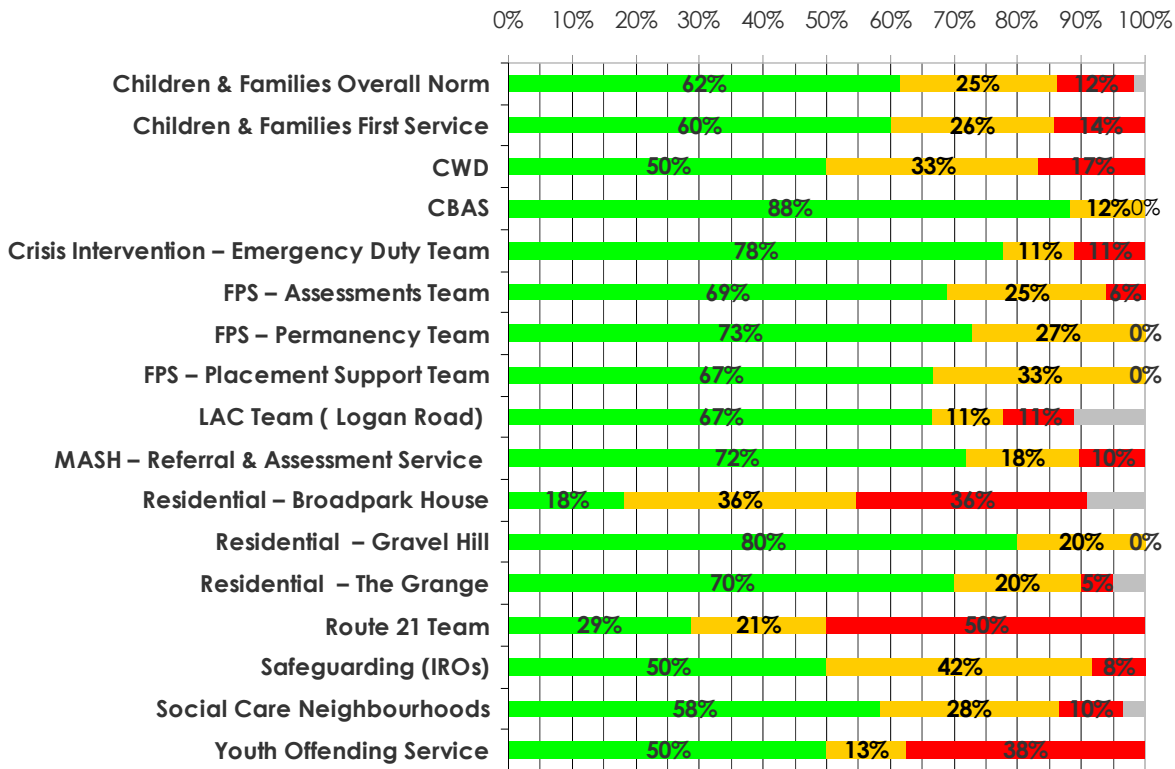
#### b. Group supervision?



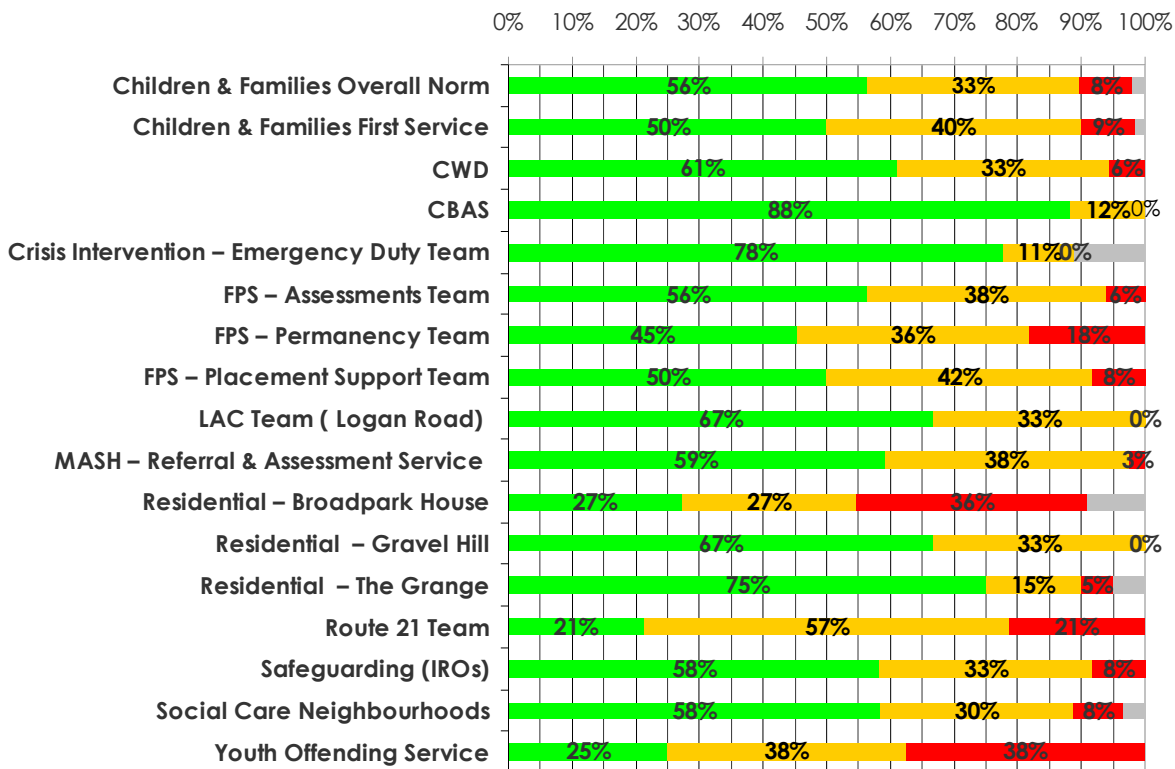
17. Do you have sufficient opportunities for other forms of 'informal' supervision including ...

■ Yes     
 ■ Not enough, I'd value more of this     
 ■ Not at all, I'd value this

c. Consultation with experienced colleagues, experts?



d. Access to research and good practice guidance?

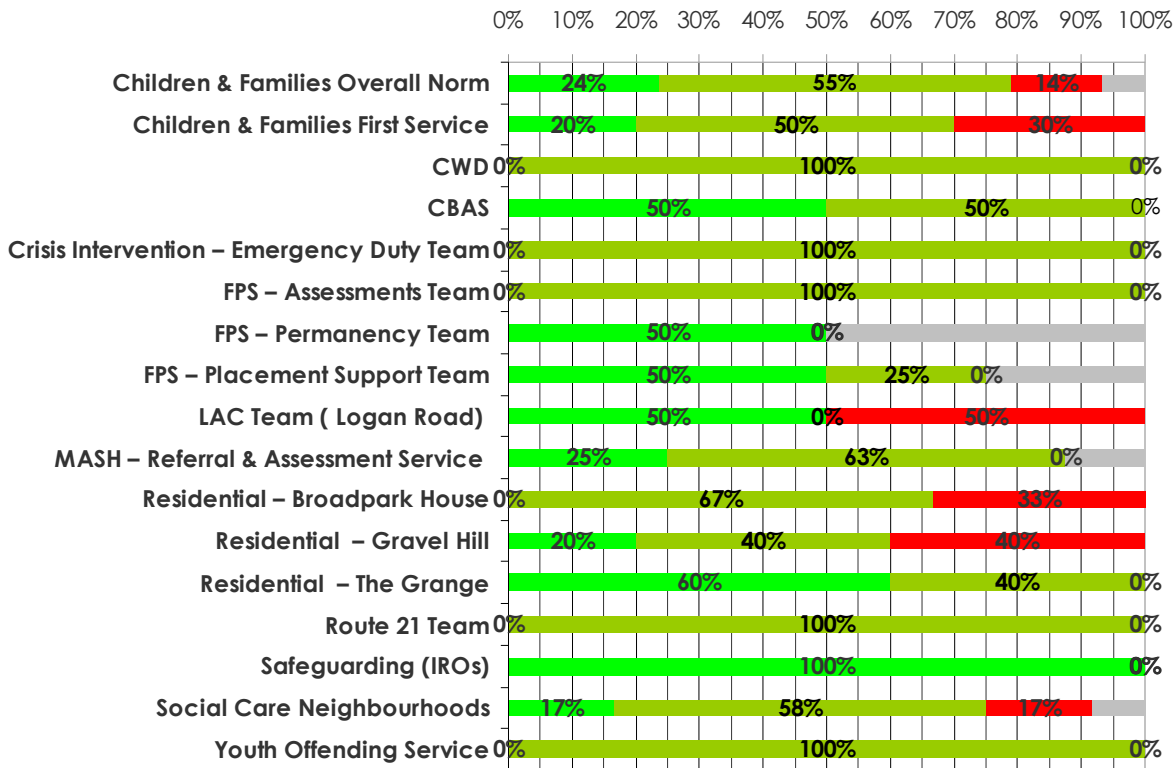


# QUESTIONS FOR SUPERVISORS / MANAGERS in giving formal supervision ...

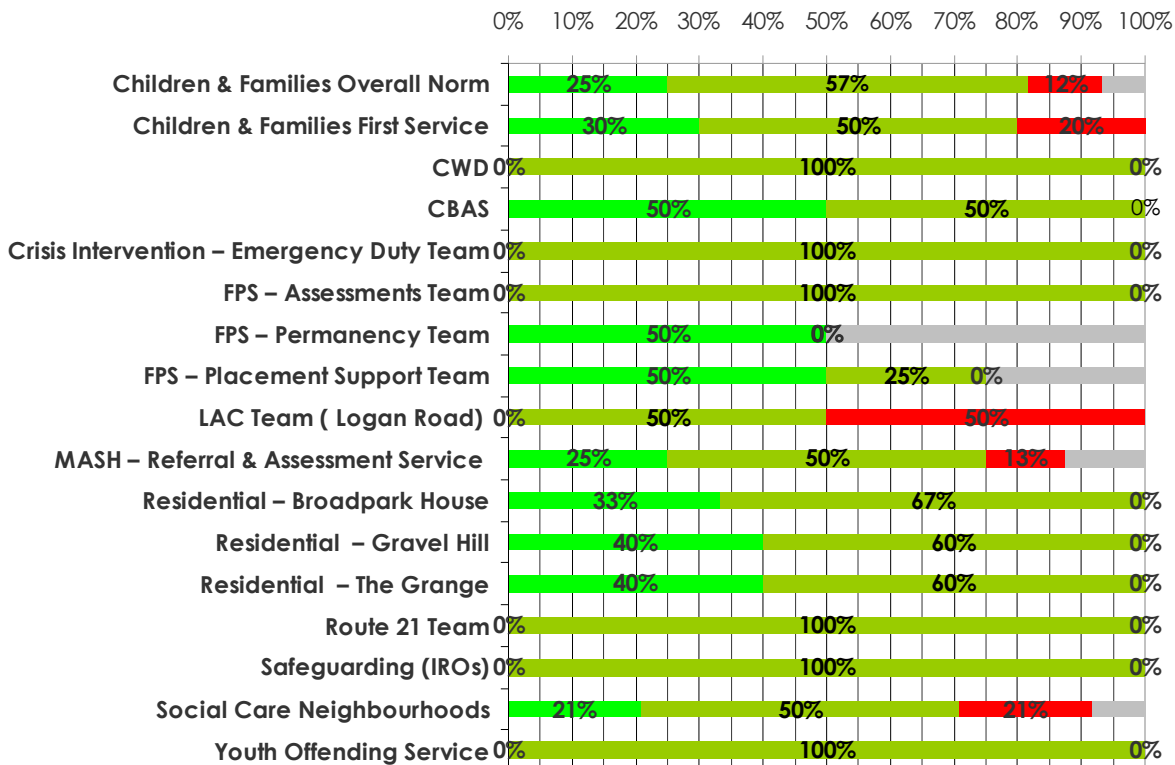
## 18. In terms of carrying out your responsibilities for providing effective supervision ...

■ Yes, always    
 ■ Most times    
 ■ No, this needs to improve

### a. Your staff come well prepared for the meetings?



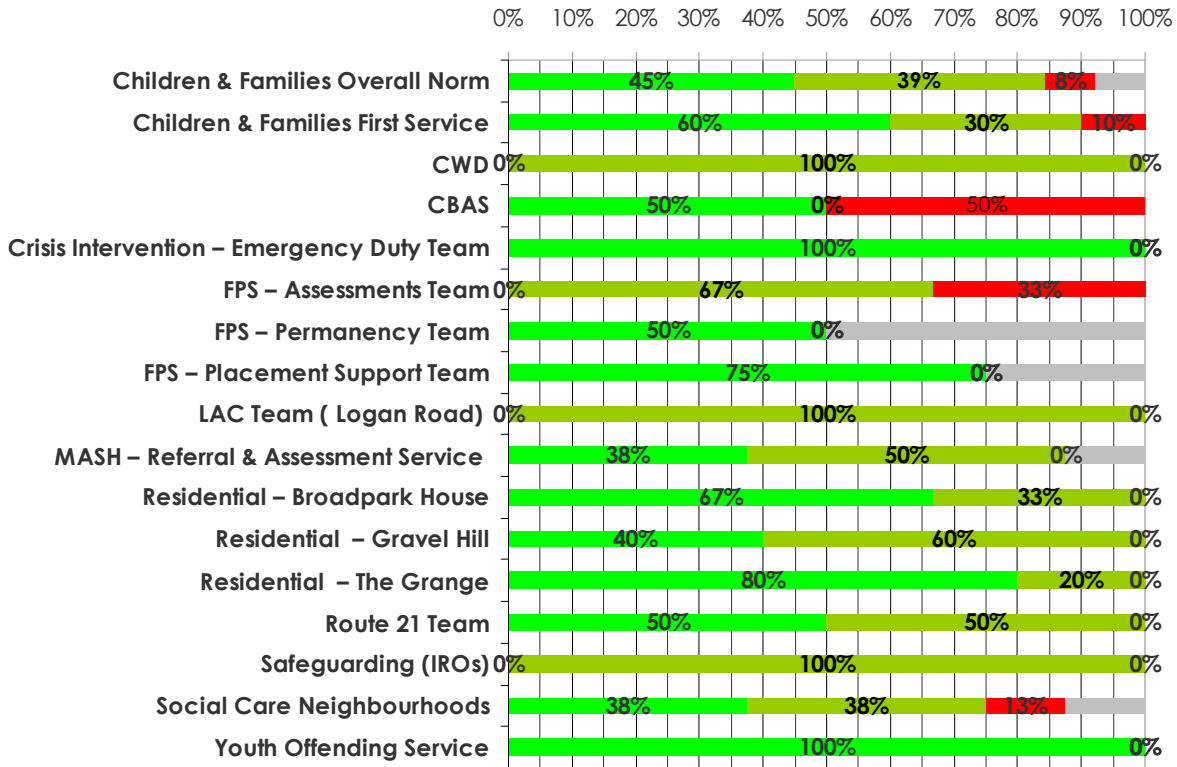
### b. You are able to prepare well for the meetings?



18. In terms of carrying out your responsibilities for providing effective supervision ...

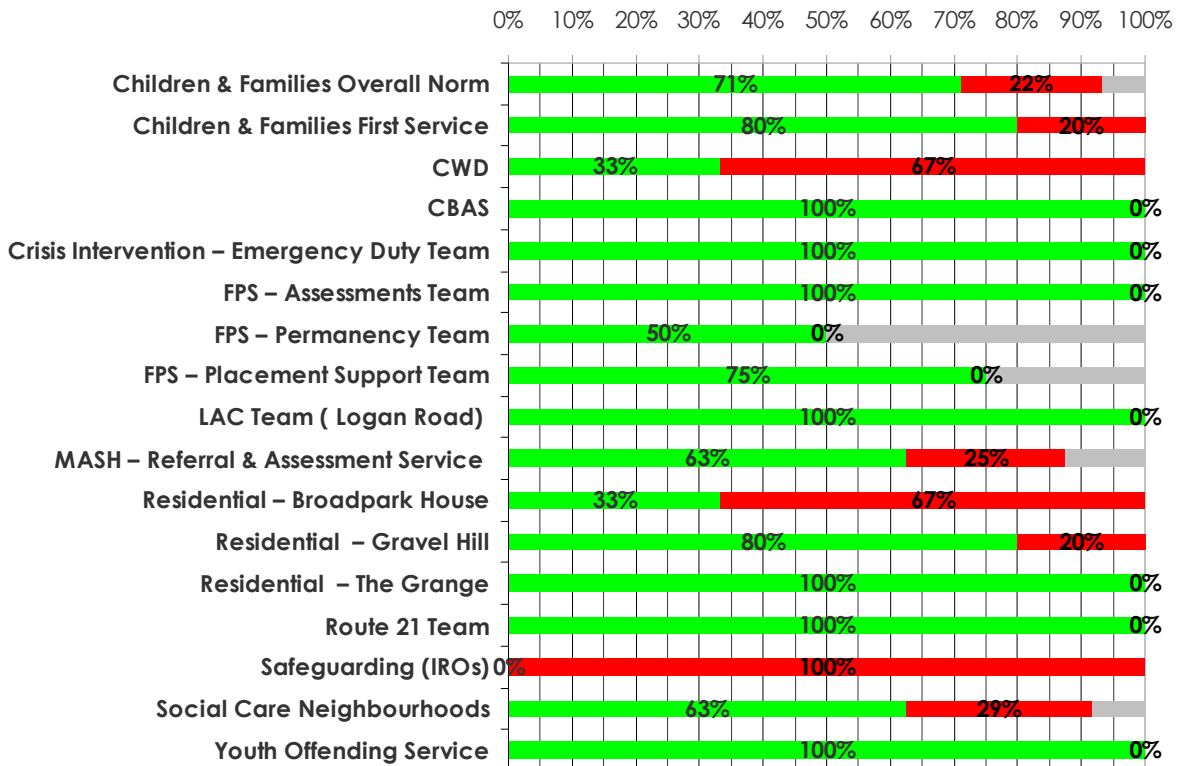
■ Yes, always    
 ■ Most times    
 ■ No, this needs to improve

c. You devote sufficient time to the supervision meetings?



d. You are confident you have the skills and abilities to carry out supervision?

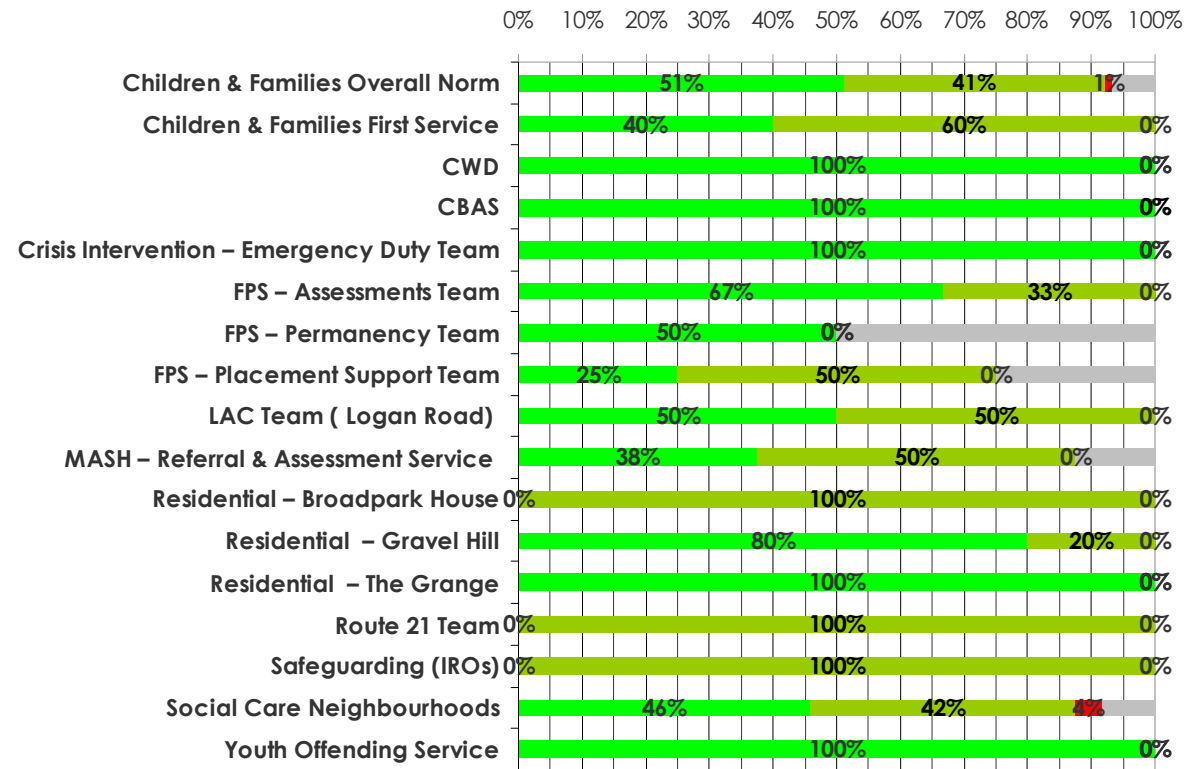
■ Yes, definitely    
 ■ No, I recognise I need to further develop my skills



18. In terms of carrying out your responsibilities for providing effective supervision ...

■ Yes, always    
 ■ Most times    
 ■ No, this needs to improve

e. You are achieving the outcomes of effective supervision for your staff?

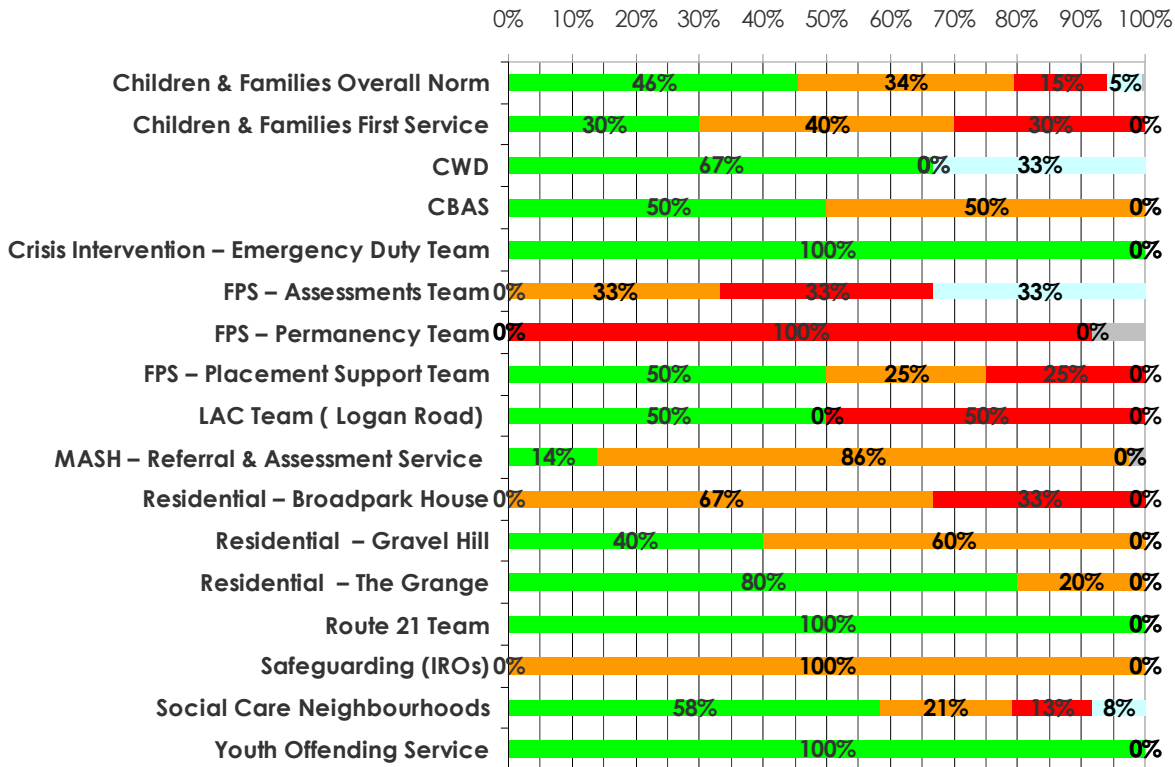


## Questions about your supervision with your manager / service manager / head of service ...

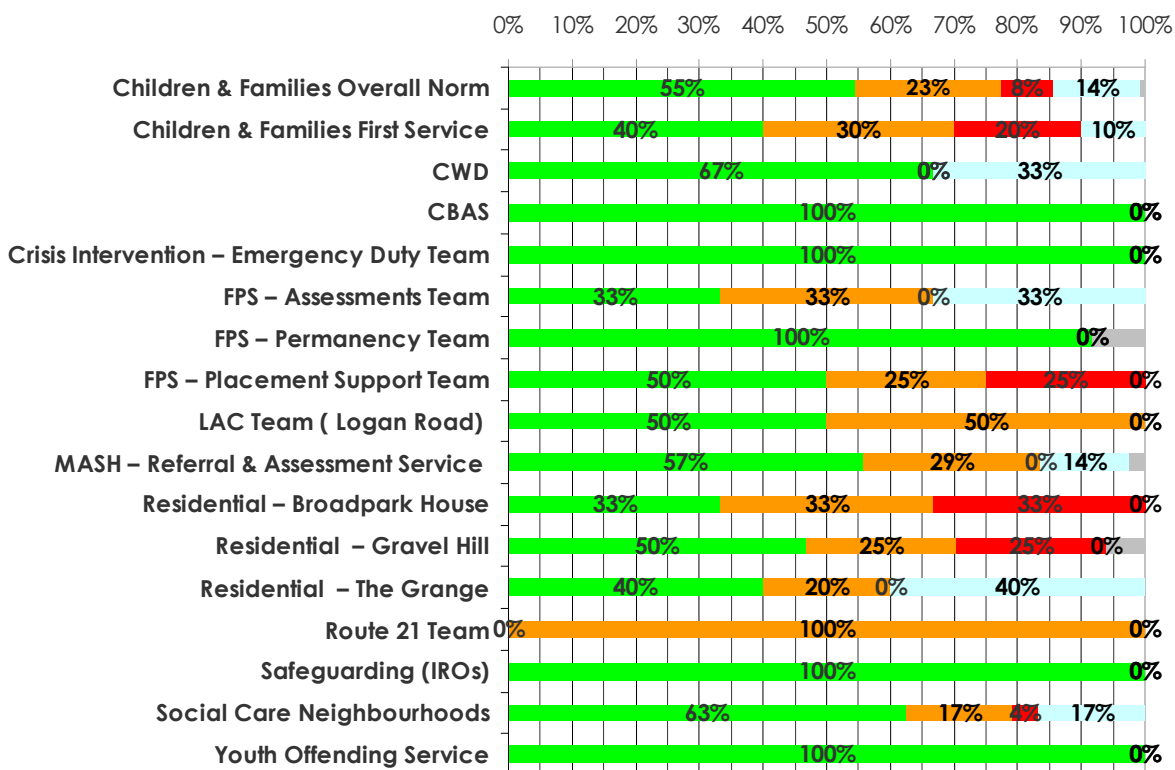
### 20. In terms of carrying out your responsibilities for ensuring effective supervision you ...



#### a. Go through notes from last supervision to ensure identified tasks have been progressed?



#### b. Discuss allocation of work, including any difficulties in the allocation and how this is to be managed?

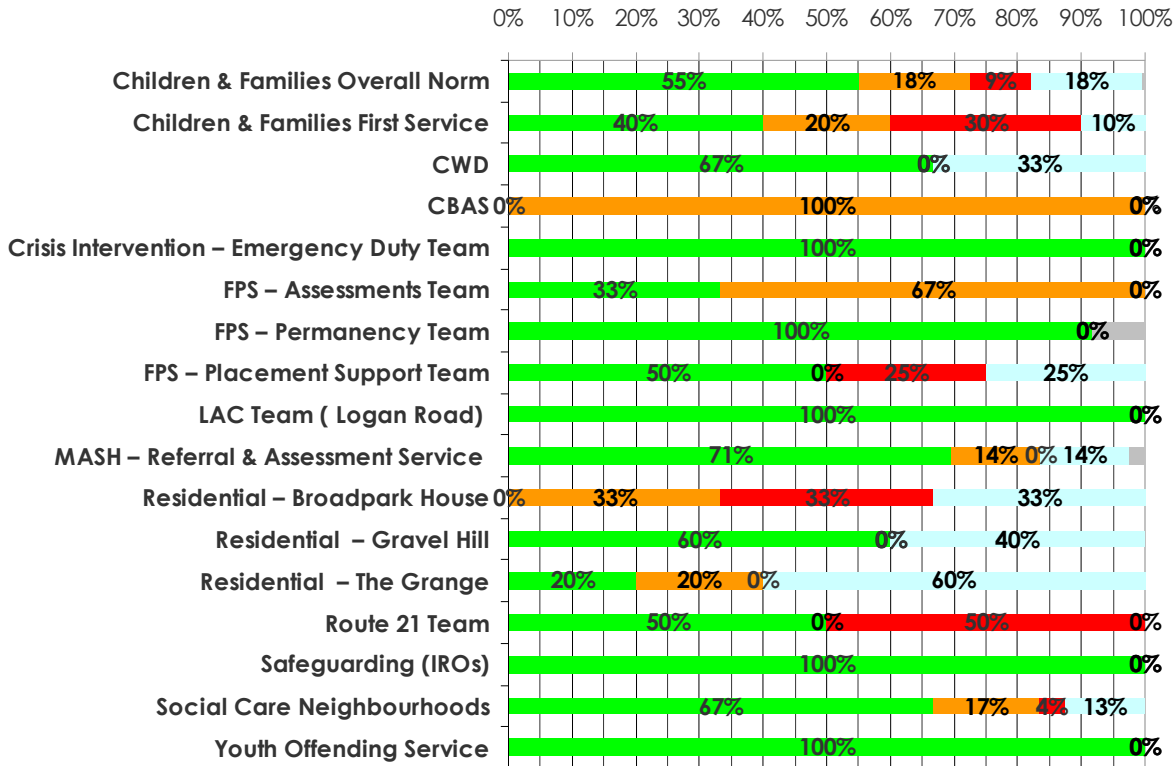




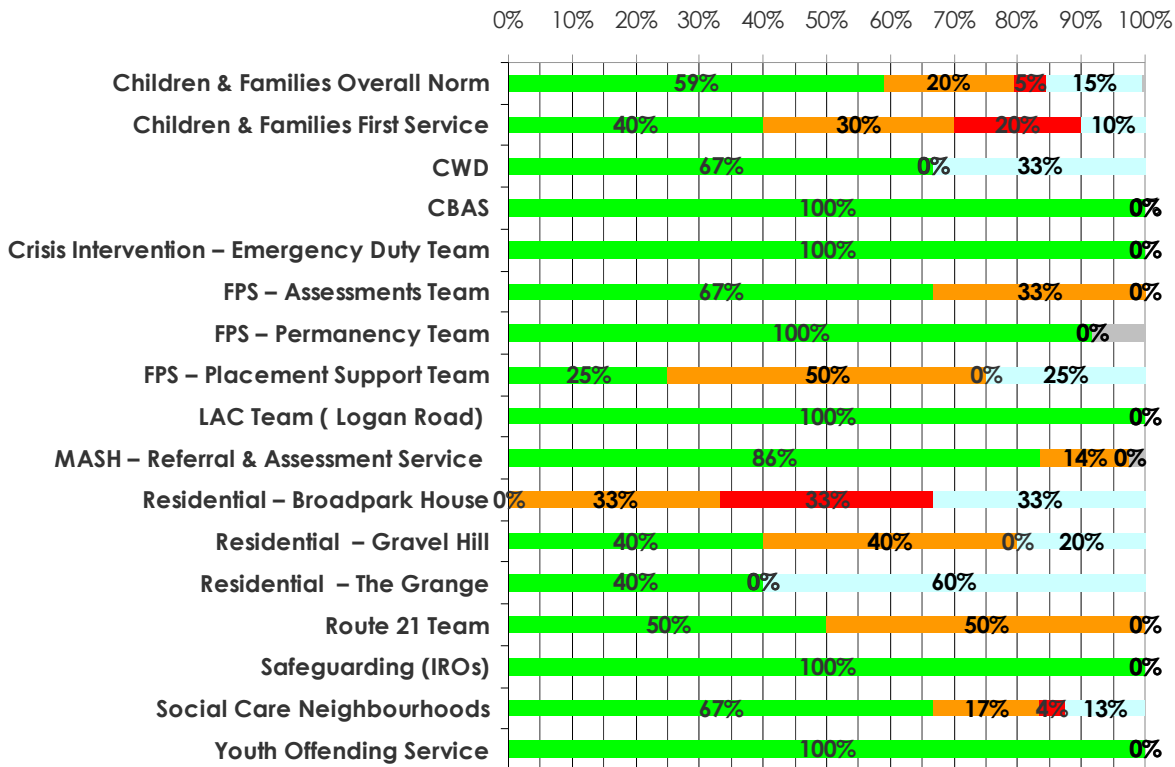
20. In terms of carrying out your responsibilities for ensuring effective supervision you ...



c. Ensure that overall caseloads are being regularly reviewed by managers to establish that cases are being progressed and closed where appropriate?



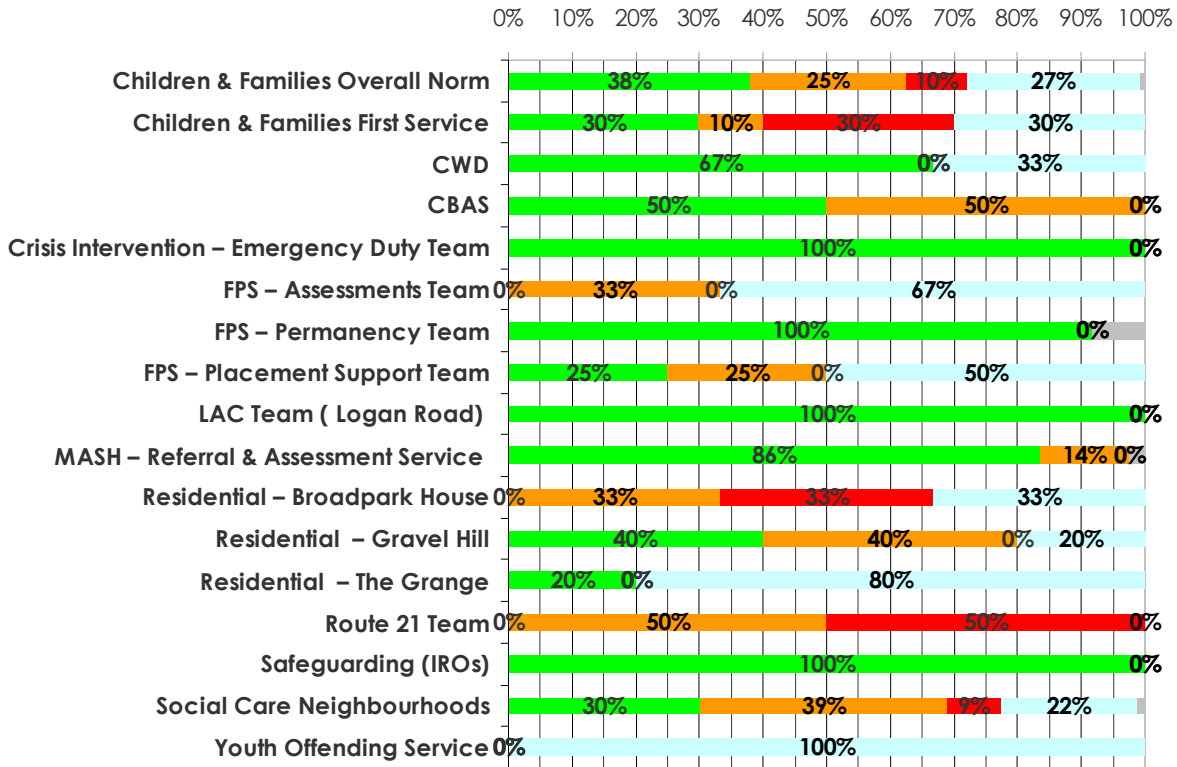
d. Review any specific cases requiring input on decision making?



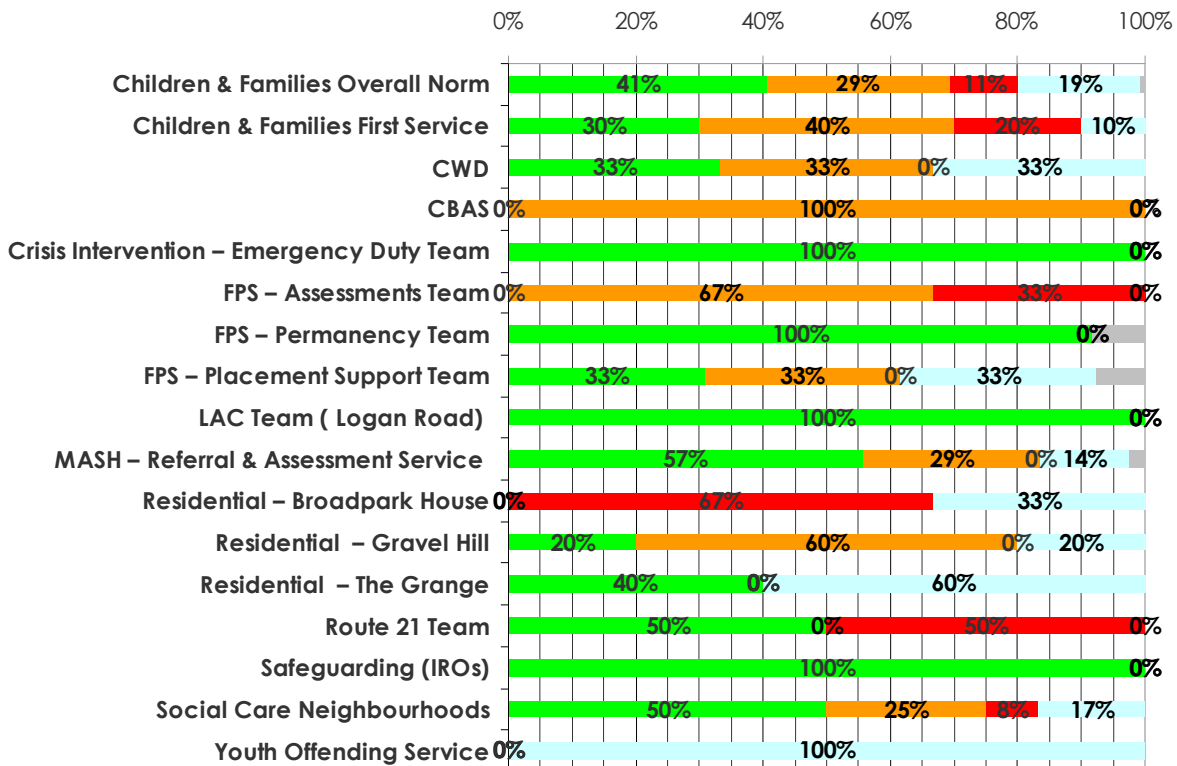
20. In terms of carrying out your responsibilities for ensuring effective supervision you ...



e. Ensure that the voice of the child is evidenced and that children are being seen alone?



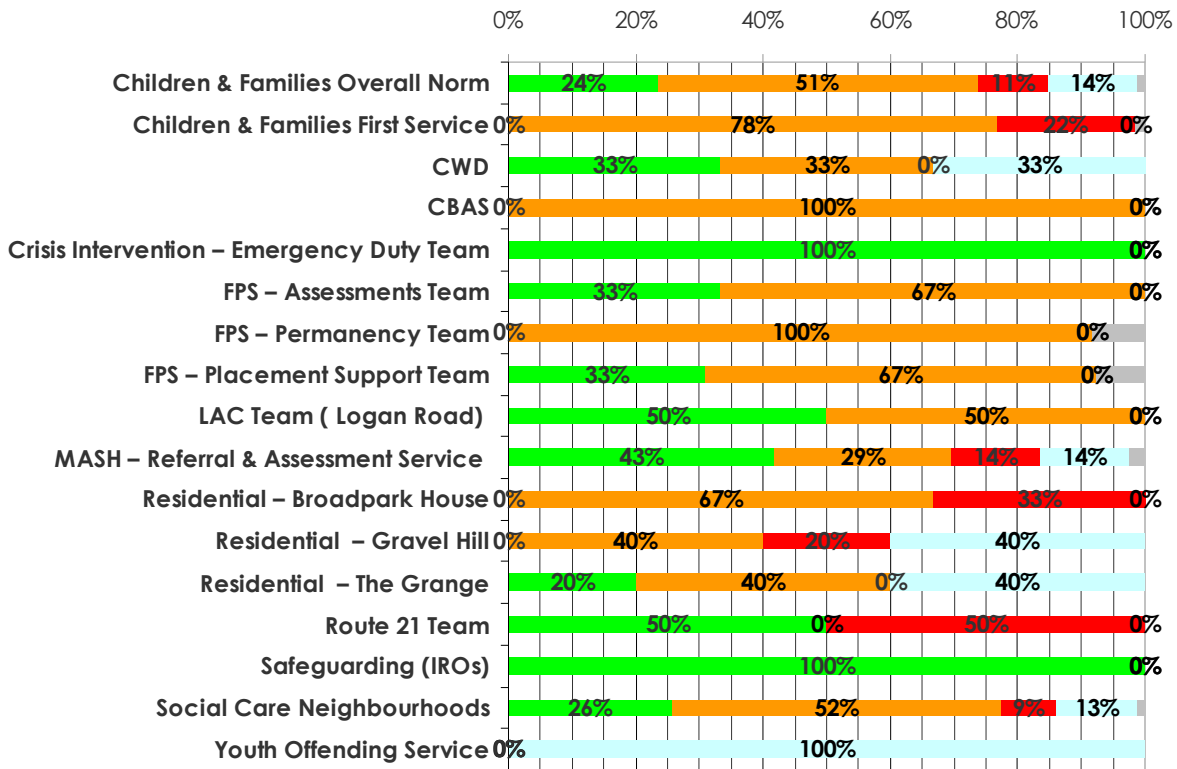
f. Ensure that local and national performance indicators are being adhered to as far as possible?



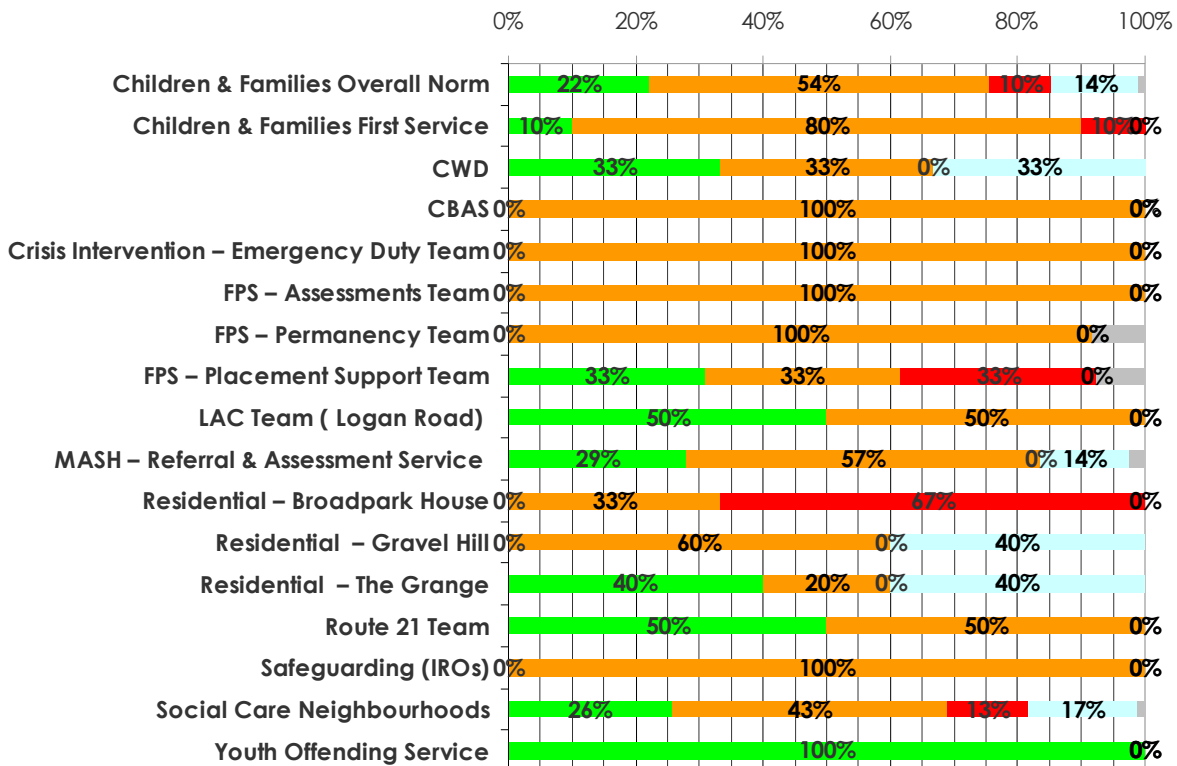
20. In terms of carrying out your responsibilities for ensuring effective supervision you ...



g. Discuss opportunities for improved working arrangements with other parts of service?



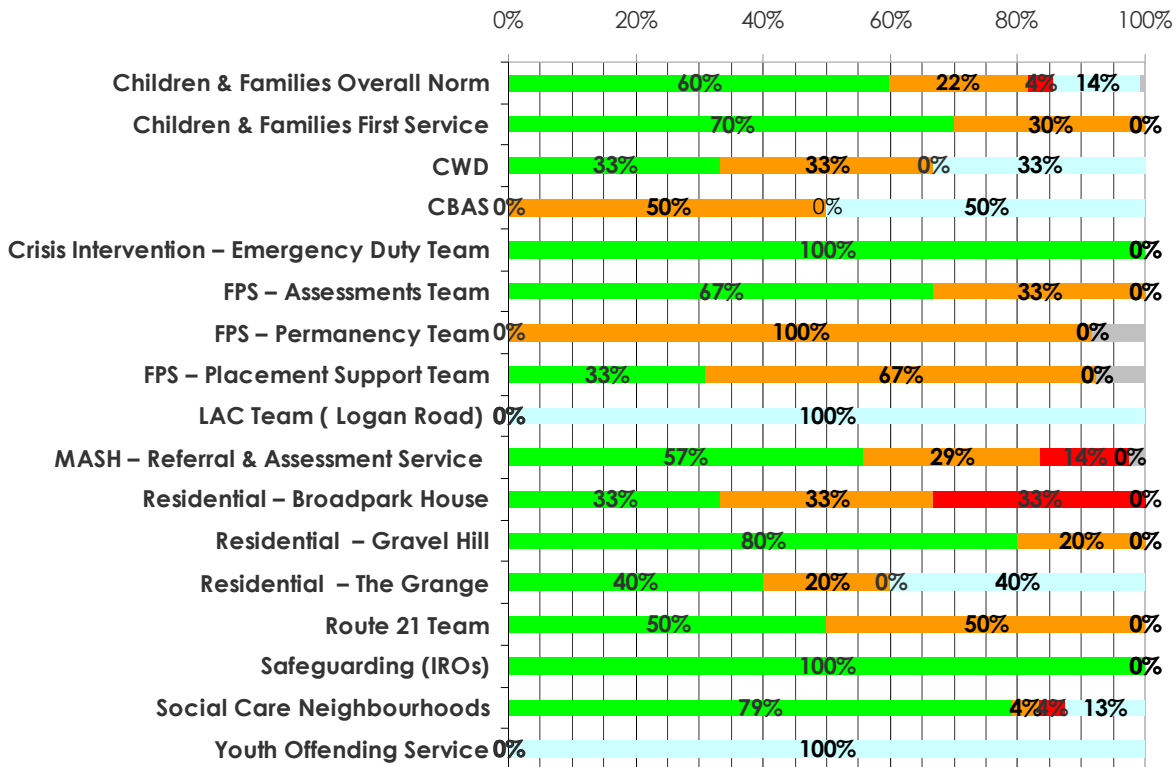
h. Discuss opportunities for improved working arrangements with external partners and agencies?



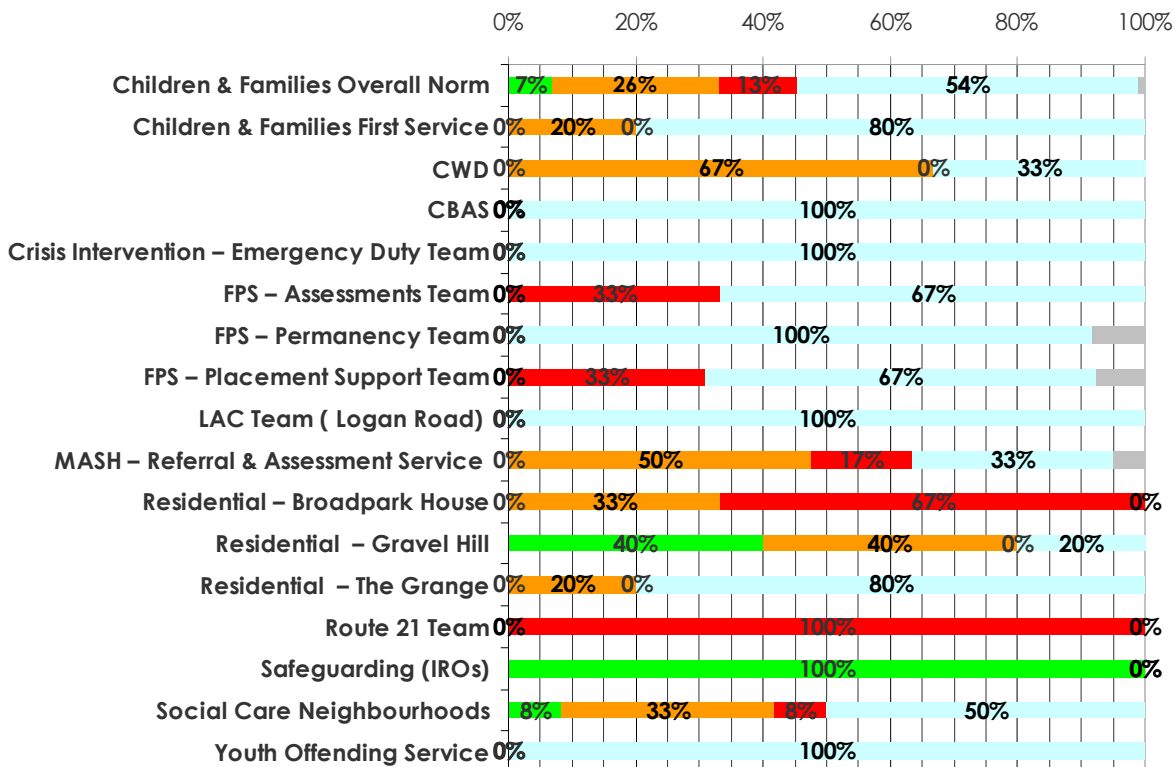
20. In terms of carrying out your responsibilities for ensuring effective supervision you ...



i. Review any staffing issues including performance and capability, and where appropriate agree any actions?



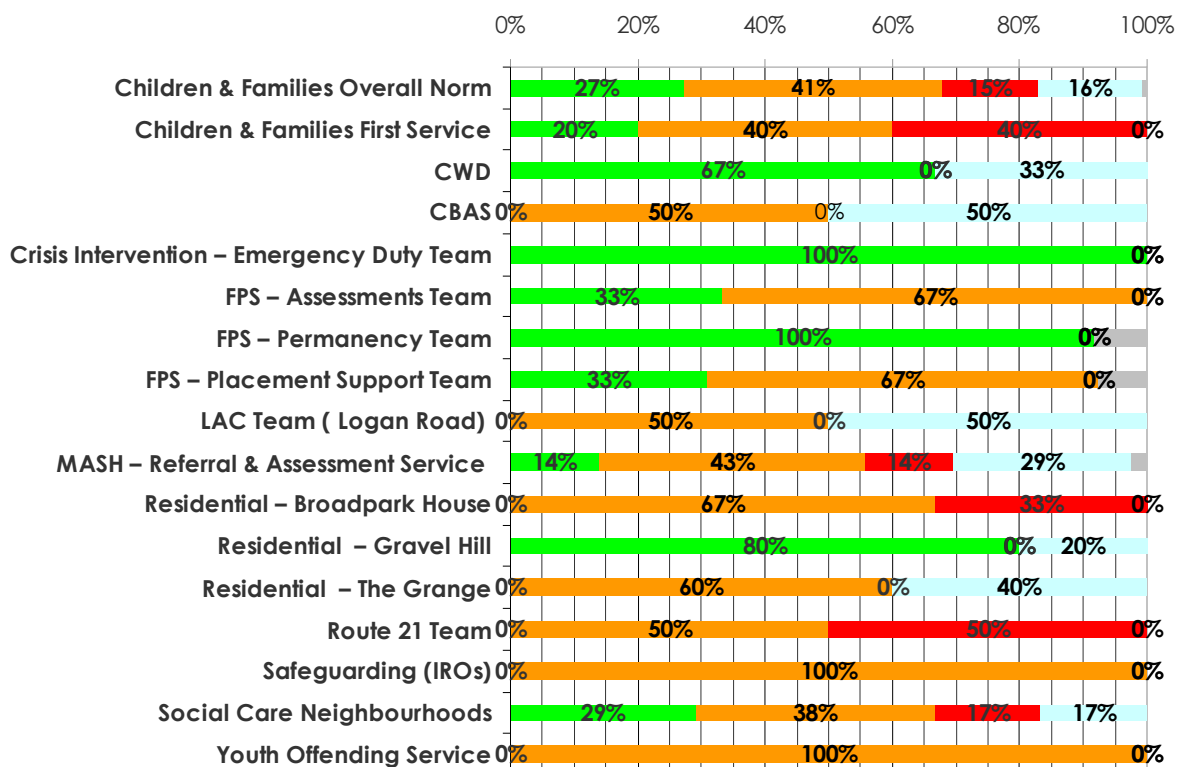
j. Regularly review the budgets held and understand the reasons for any under or over spend, agreeing necessary actions?



20. In terms of carrying out your responsibilities for ensuring effective supervision ...



k. Discussing and agreeing professional development including leadership and management skills?



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# Coventry Children & Families Supervision Survey – October 2015

## **Report 1: Overall results and comparison by Service Teams**

This report sets out how the results compare for the service areas / teams with the overall norms

## Contents

Demographics	5
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## Results

Q No.	Question	Page No.
<b>Key basics for effective supervision ...</b>		
1.	Are people aware of the Children and Families' Staff Supervision Policy & Guidance Notes, and have you read through it	8
2.	Do you have regular supervision sessions at least every four weeks / month?	8
3.	How long do your supervision sessions typically last?	9
4a.	Do you have a personalised supervision agreement with your supervisor?	10
4b.	If you have been in your job less than 12 months, did you agree the supervision contract with your supervisor and both sign it within 4 weeks of starting your new role?	10
5.	How many dates do you have booked ahead in your diary for your supervision sessions?	11
5b.	Do you regularly review and set / adjust the date / time for your next session(s) at the end of each supervision meeting?	
6.	Are your supervision sessions ever cancelled or postponed ... by you ... by your supervisor ... and is an alternative date arranged for the session to take place quickly?	12
7.	Are your supervision sessions ever interrupted or cut short ... by you ... by your supervisor ... and is an alternative date arranged for the session to take place quickly?	14
8.	Do you believe you prepare well for each supervision session in terms of what you want to cover?	16
9.	Do you believe your manager / supervisor comes well prepared for each supervision session?	16
10.	Are you always made aware of when new cases and / or work has been allocated to you?	17



Q No.	Question	Page No.
	<b>Task assistance and management ...</b>	<b>18</b>
11.	This question focuses on people benefiting from support and assistance in managing workload, cases, tasks etc. In your supervision sessions with your supervisor ...	
	<b>Professional development ...</b>	<b>25</b>
12.	This question focuses on how professional development is supported as an important part of supervision outcomes. Do you believe your supervision ...	
	<b>Staff well-being ...</b>	<b>29</b>
13.	This question explores how much you feel personally supported to have a sense of well-being related to your work - this can be to do with your health, safety and welfare. During your supervision sessions ...	
	<b>Reflective supervision ...</b>	<b>32</b>
14.	Reflective supervision promotes understanding of what the worker brings to the situation that can help or hinder the change process To what extent do you believe 'reflective supervision' is a characteristic of your supervision sessions with your manager?	
	<b>Use of the Integrated Children's System how it supports it your supervision ...</b>	<b>33</b>
15.	Does the use of the Integrated Children's System support your supervision sessions?	
	<b>Outputs from your supervision sessions ...</b>	<b>34</b>
16.	Does your supervisor ... a. record case discussions and place decisions on the child's file? b. agree the record of supervision, with both signing it? c. give a record of your supervision, which includes case discussions?	
	<b>Additional support ...</b>	<b>36</b>
17.	Having sufficient opportunities for other forms of supervision ... e.g. Observations by and co-working with your supervisor, Group supervision, Consultations with experienced colleagues / experts, Access to research and good practice guidance?	
<b>Questions for supervisors / managers only</b>		
18.	In terms of carrying out responsibilities for providing effective supervision ... This question looks at different factors – from both parties preparing well, spending sufficient time, being confident of having skills / knowledge, achieving outcomes	<b>39</b>

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Q No.	Question	Page No.
19.	Have you been on the supervision training that's been running this year?	39
<b>Questions for Team Manager level, about their supervision with their Operational Service Manager or Group Head</b>		
20.	In addition to their personal supervision, are key aspects of their management responsibilities effectively covered	42

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## Demographics

### Response profiles

Here is the breakdown of responses for the different parts of service and roles

**Please note** that when comparing results across the different parts of service with the overall norms it is important to take into account the percentage that one person represents – this is [particularly important for teams with low numbers of staff – This is shown for each part of service in the table.

Service Areas / Teams	Total Responses	Total Headcount	%age Response Rates	1 person = %age
Children & Families First Service	71	98	72%	1.4%
Children's Disabilities Team	11	25	44%	9.1%
Court Based Assessment Service	21	24	88%	4.8%
Crisis Intervention – Emergency Duty Team	7	15	47%	14.3%
Family Placement Service – Assessments Team	15	19	79%	6.7%
Family Placement Service – Permanency Team	12	17	71%	8.3%
Family Placement Service – Placement Support Team	14	20	70%	7.1%
Looked After Children Team ( Logan Road)	10	21	48%	10.0%
MASH – CSE	13	17	76%	7.7%
Referral & Assessment Service	43	50	86%	2.3%
Residential – Broadpark House	10	25	40%	10.0%
Residential – Gravel Hill	16	25	64%	6.3%
Residential – The Grange	12	19	63%	8.3%
Route 21 Team	15	19	79%	6.7%
Safeguarding (IROs)	10	32	31%	10.0%
Social Care Neighbourhoods	99	135	73%	1.0%
Youth Offending Service	8	9	89%	12.5%
<b>Totals</b>	<b>387</b>	<b>570</b>	<b>68%</b>	<b>0.3%</b>

**NB: Question 4b** was only for people that have been in their role for less than 12 months, and is conditional on answering 'Yes' to Question 4a. – so when reviewing and comparing the results take into account the percentage that one person represents.

<b>Service Areas / Teams</b>	<b>Total Responses</b>	<b>1 person = %age</b>
Children & Families First Service	6	17%
Children's Disabilities Team	1	100%
Court Based Assessment Service	4	25%
Crisis Intervention – Emergency Duty Team	0	n/a
Family Placement Service – Assessments Team	1	100%
Family Placement Service – Permanency Team	3	33%
Family Placement Service – Placement Support Team	1	100%
Looked After Children Team ( Logan Road)	3	33%
MASH – CSE	0	n/a
Referral & Assessment Service	6	17%
Residential – Broadpark House	3	33%
Residential – Gravel Hill	2	50%
Residential – The Grange	3	33%
Route 21 Team	4	25%
Safeguarding (IROs)	1	100%
Social Care Neighbourhoods	21	5%
Youth Offending Service	0	n/a
<b>Totals</b>	<b>59</b>	<b>2%</b>

**NB: Question 18** was only for supervisors / managers giving formal supervision – again, when reviewing and comparing the results take into account the percentage that one person represents.

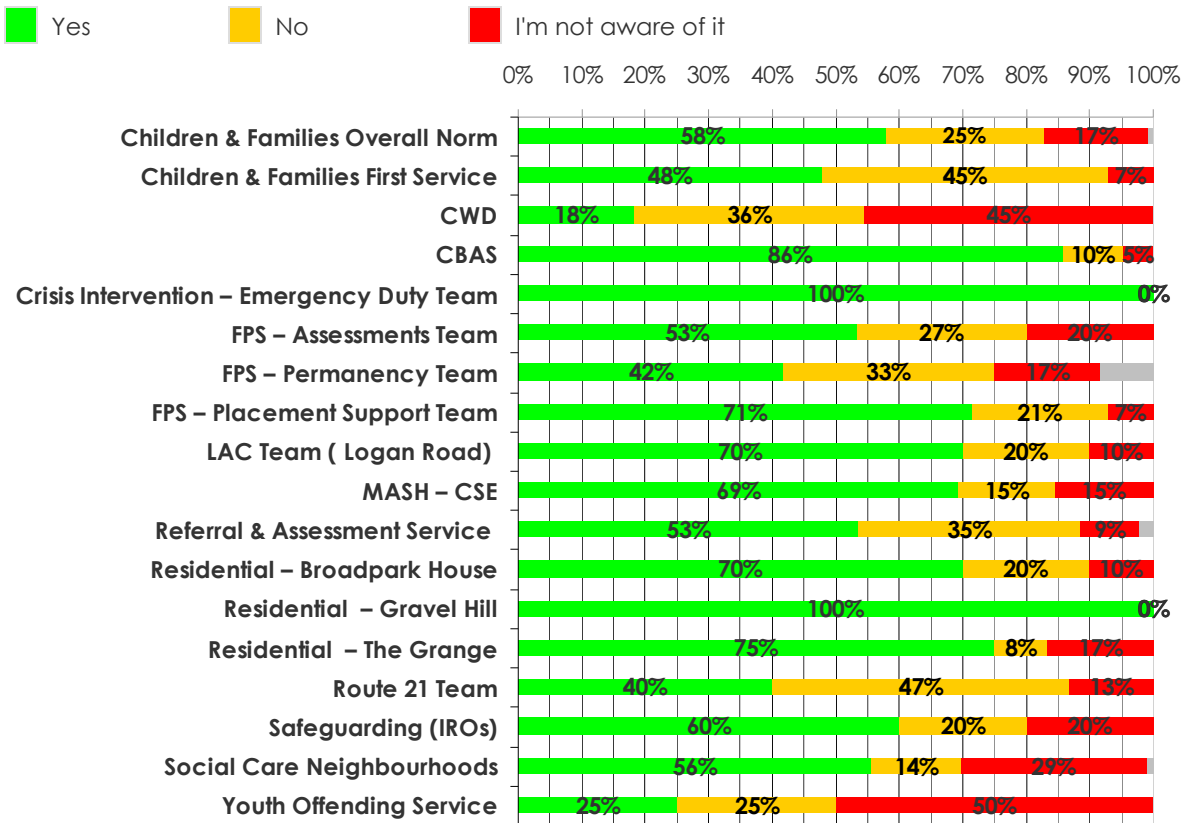
<b>Service Areas / Teams</b>	<b>Total Responses</b>	<b>1 person = %age</b>
Children & Families First Service	14	7%
Children's Disabilities Team	1	100%
Court Based Assessment Service	2	50%
Crisis Intervention – Emergency Duty Team	1	100%
Family Placement Service – Assessments Team	2	50%
Family Placement Service – Permanency Team	2	50%
Family Placement Service – Placement Support Team	5	20%
Looked After Children Team ( Logan Road)	2	50%
MASH – CSE	5	20%
Referral & Assessment Service	12	8%
Residential – Broadpark House	3	33%
Residential – Gravel Hill	6	17%
Residential – The Grange	3	33%
Route 21 Team	4	25%
Safeguarding (IROs)	1	100%
Social Care Neighbourhoods	20	5%
Youth Offending Service	0	n/a
<b>Totals</b>	<b>83</b>	<b>1.2%</b>

**NB: Question 20** was only for Team Manager level, about their supervision with their line manager i.e. for most with their Operational Service Manager or Group Head – again, when reviewing and comparing the results take into account the percentage that one person represents.

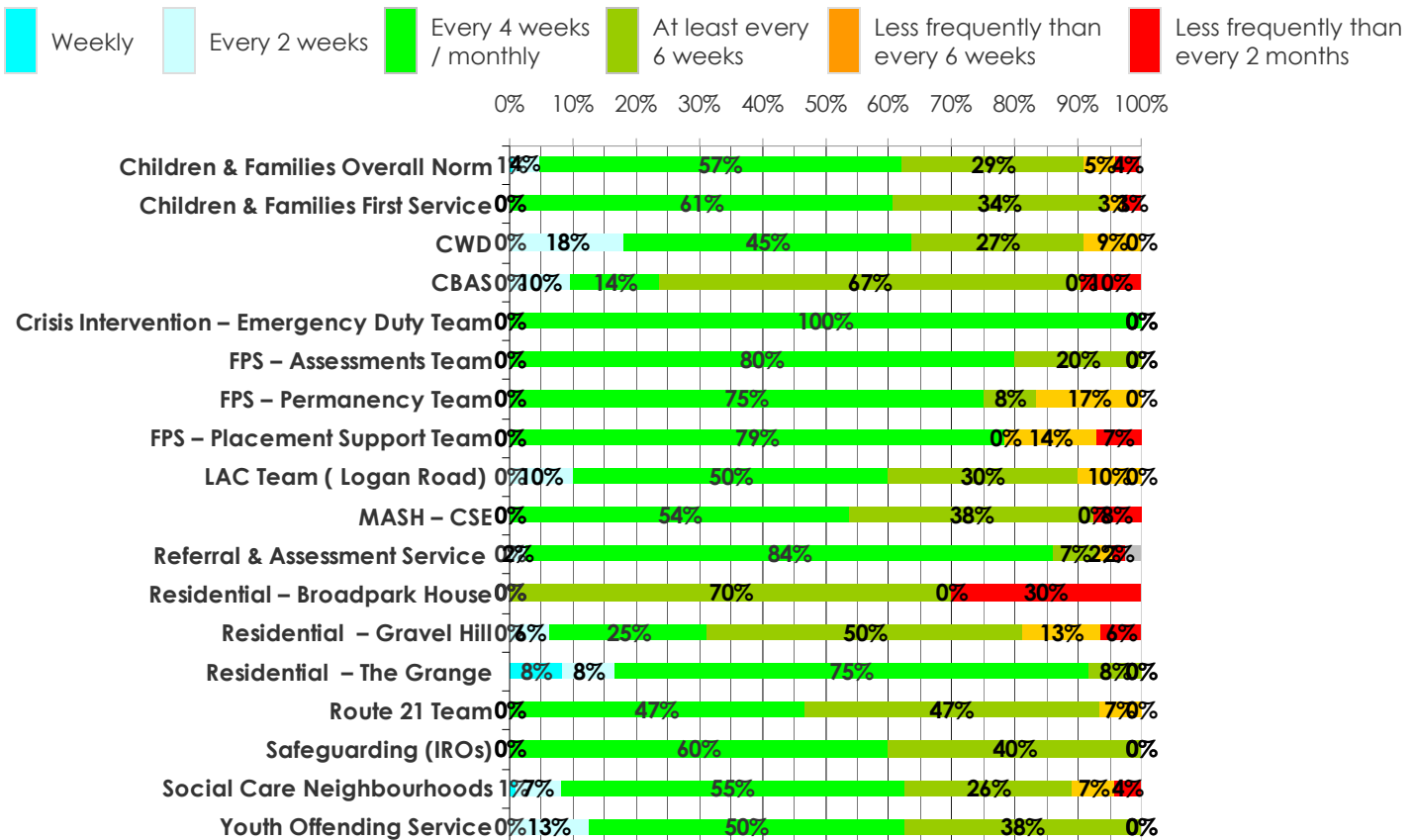
<b>Service Areas / Teams</b>	<b>Total Responses</b>	<b>1 person = %age</b>
Children & Families First Service	14	7%
Children’s Disabilities Team	0	n/a
Court Based Assessment Service	1	100%
Crisis Intervention – Emergency Duty Team	1	100%
Family Placement Service – Assessments Team	2	50%
Family Placement Service – Permanency Team	2	50%
Family Placement Service – Placement Support Team	0	n/a
Looked After Children Team ( Logan Road)	1	100%
MASH – CSE	4	25%
Referral & Assessment Service	8	13%
Residential – Broadpark House	3	33%
Residential – Gravel Hill	6	17%
Residential – The Grange	3	33%
Route 21 Team	1	100%
Safeguarding (IROs)	1	100%
Social Care Neighbourhoods	13	8%
Youth Offending Service	0	n/a
<b>Totals</b>	<b>60</b>	<b>1.7%</b>

# Key basics for effective supervision ...

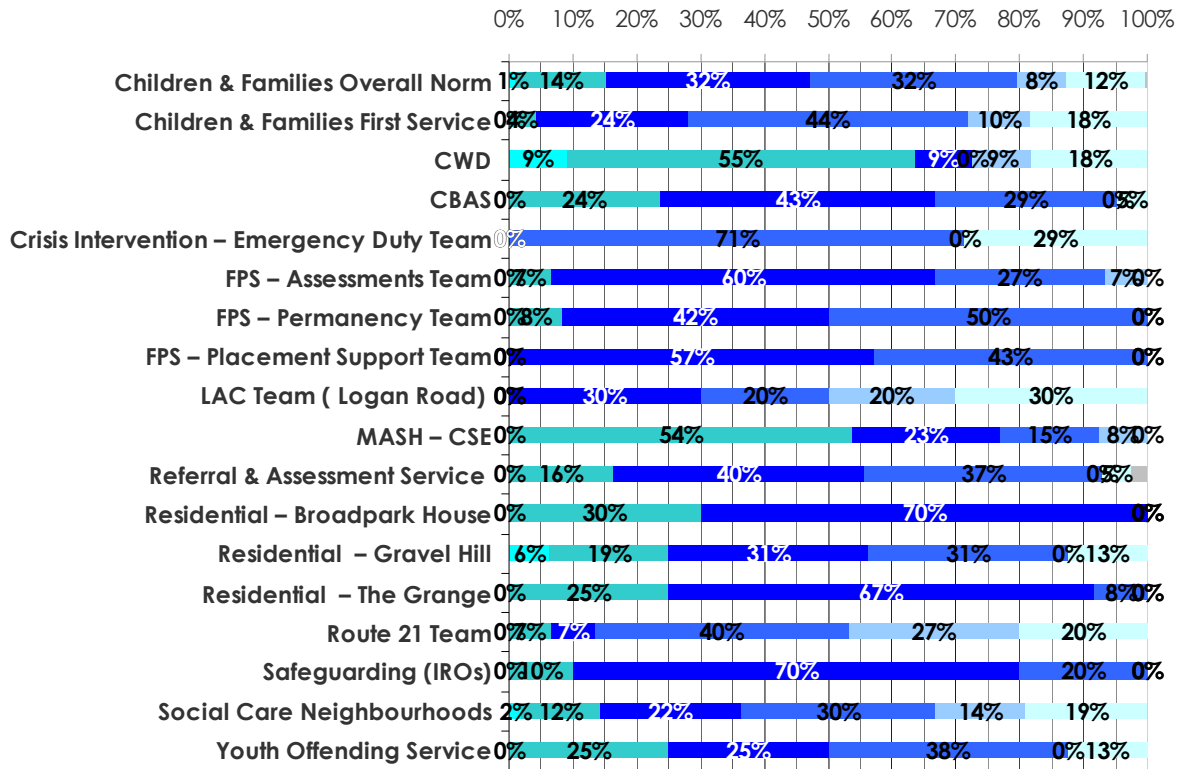
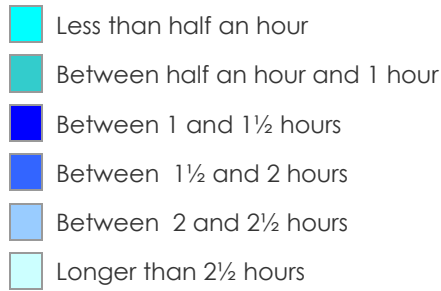
## 1. Have you read through the current Supervision Policy and Guidance (Version updated March 2015)?



## 2. How often do you currently have supervision sessions with your manager?

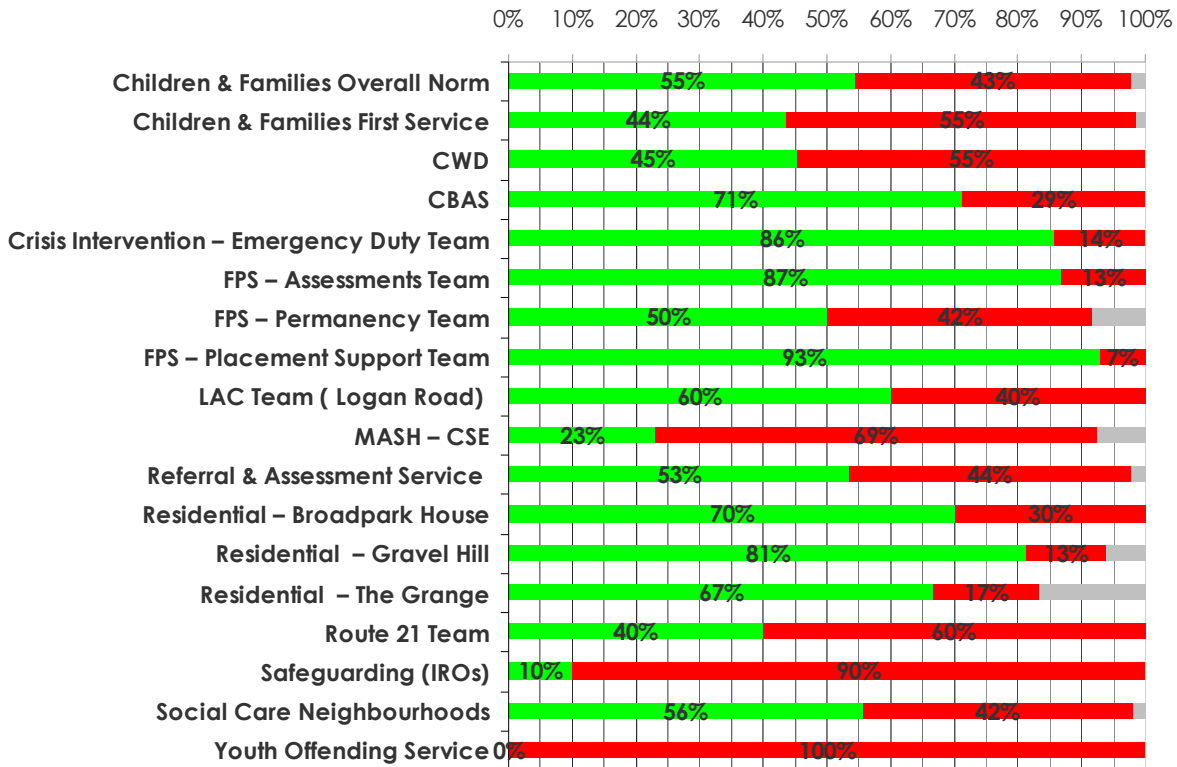


### 3. How long do your supervision sessions typically last?



4. a. Do you have an individual supervision agreement with your supervisor?

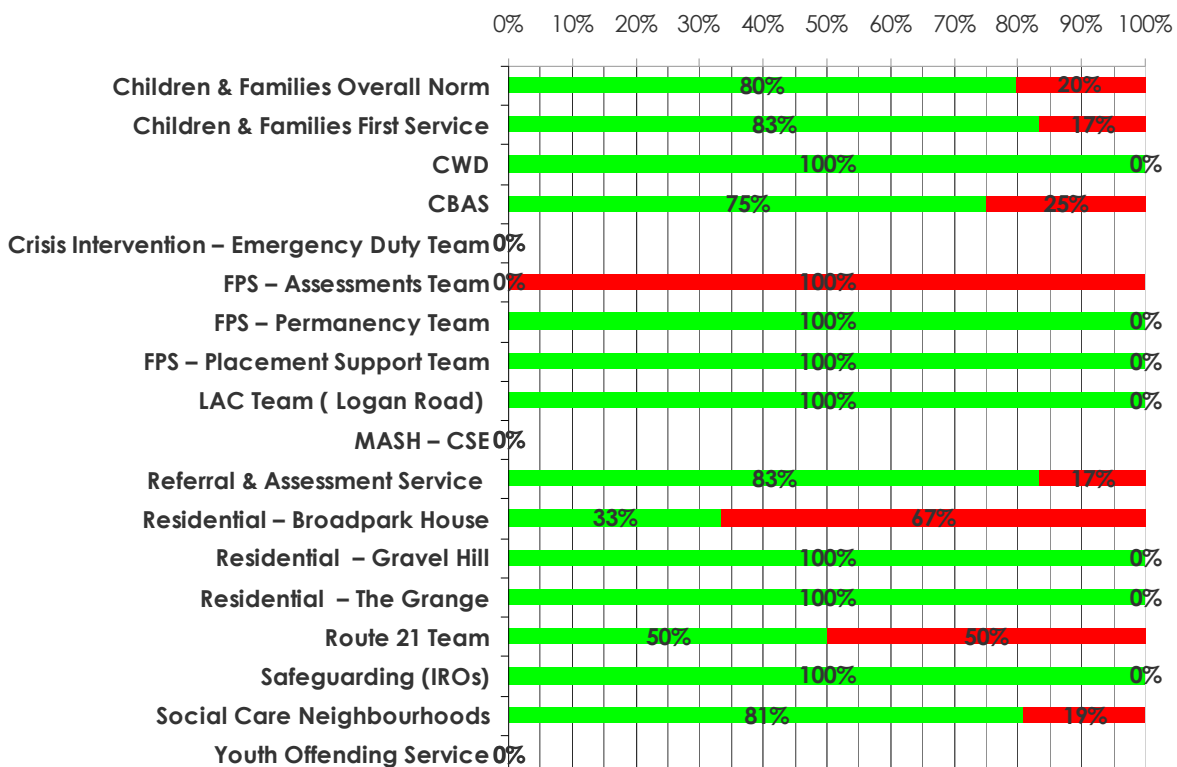
Yes No



b. If you have been in your job less than 12 months, did you create the Supervision Agreement with your supervisor and both sign it within 4 weeks of starting your new role?

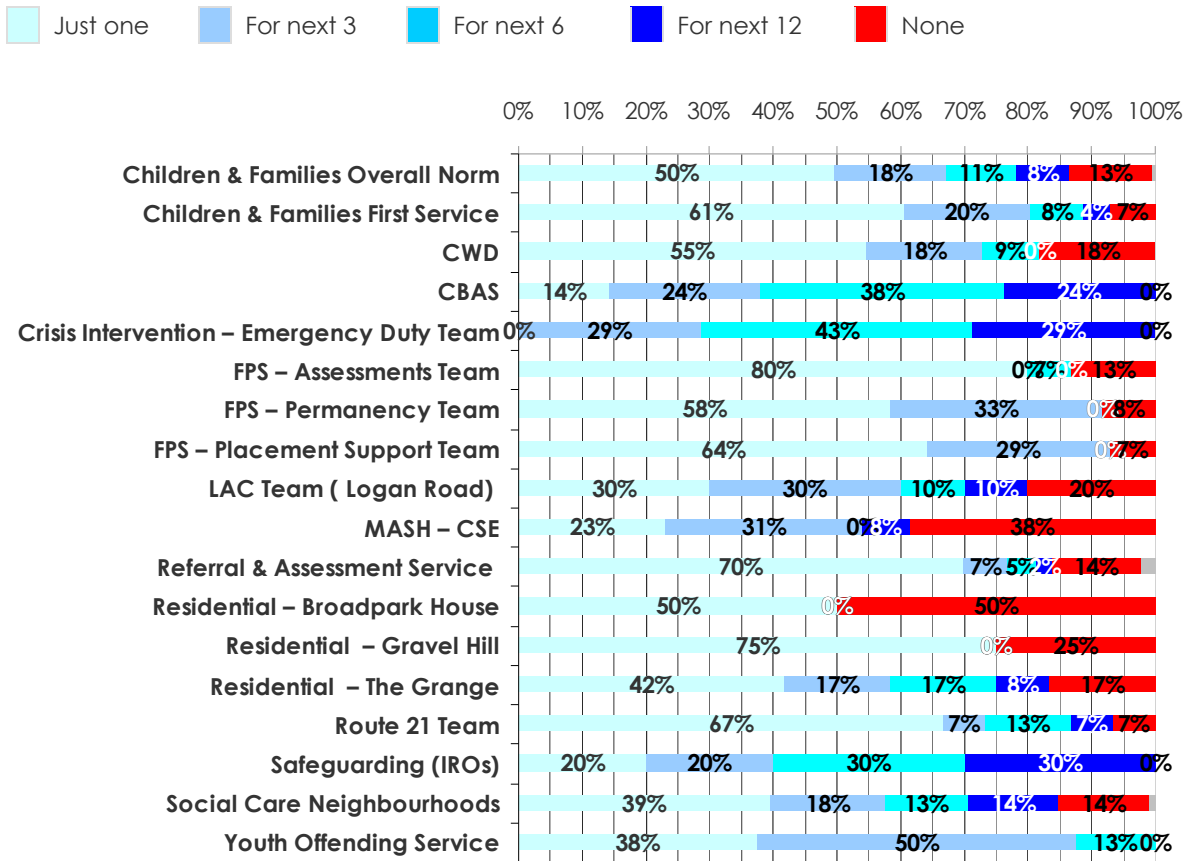
Yes No

NB: A total of 59 people answered this sub-question – See breakdown on page 6

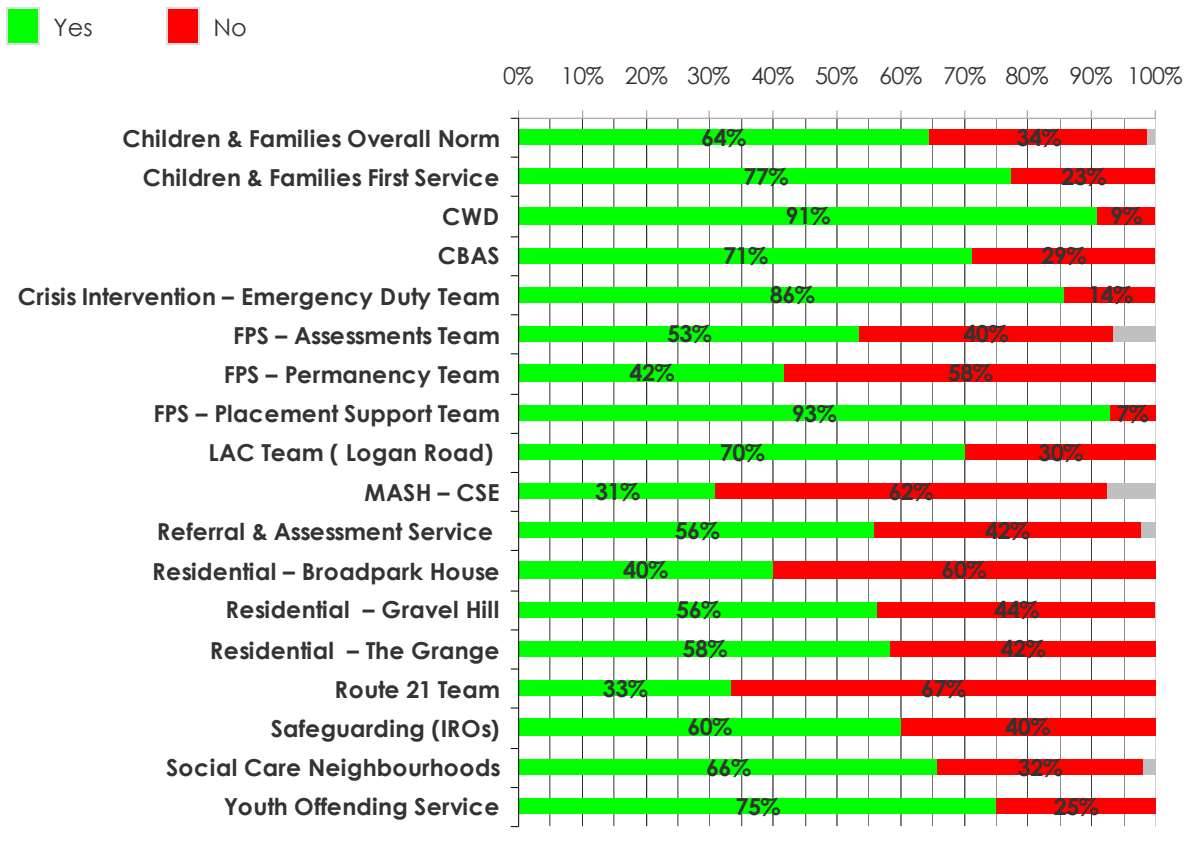




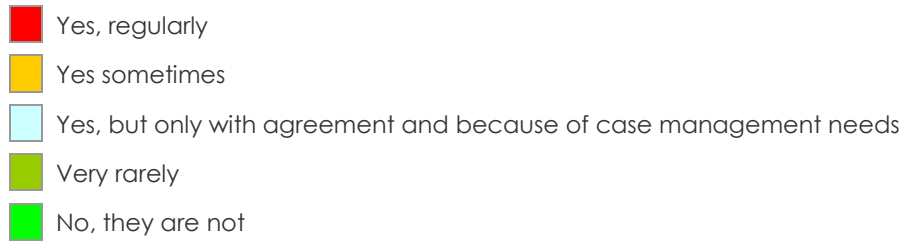
## 5. How many dates do you have booked ahead in your diary for your supervision sessions?



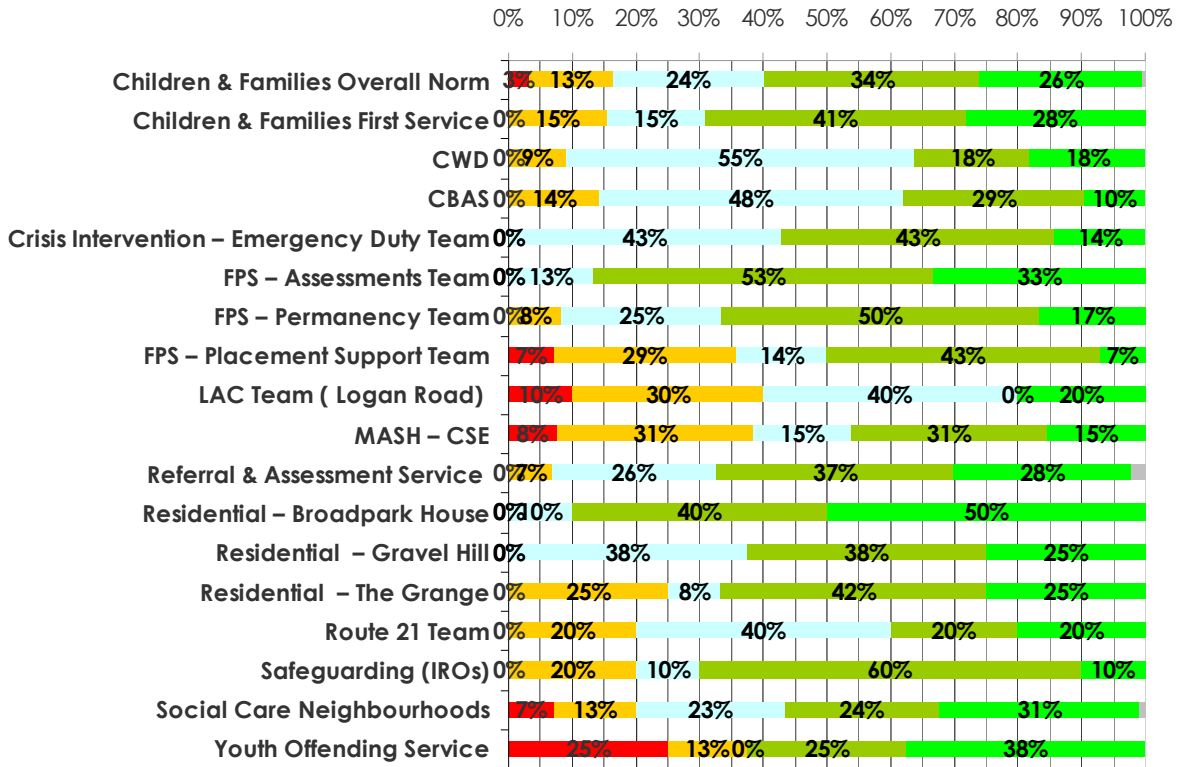
## b. Do you regularly review and set / adjust the date / time for your next session(s) at the end of each supervision meeting?



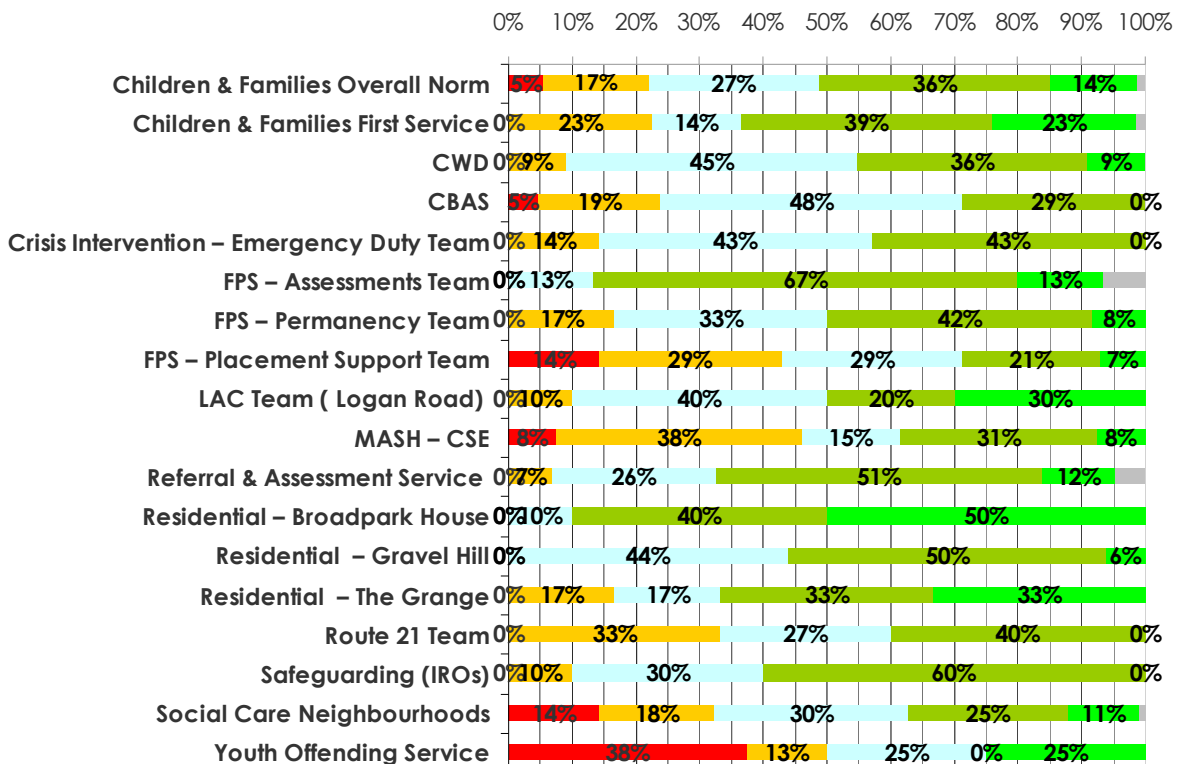
## 6. Is your supervision session ever cancelled or postponed ...



### a. ... by you?

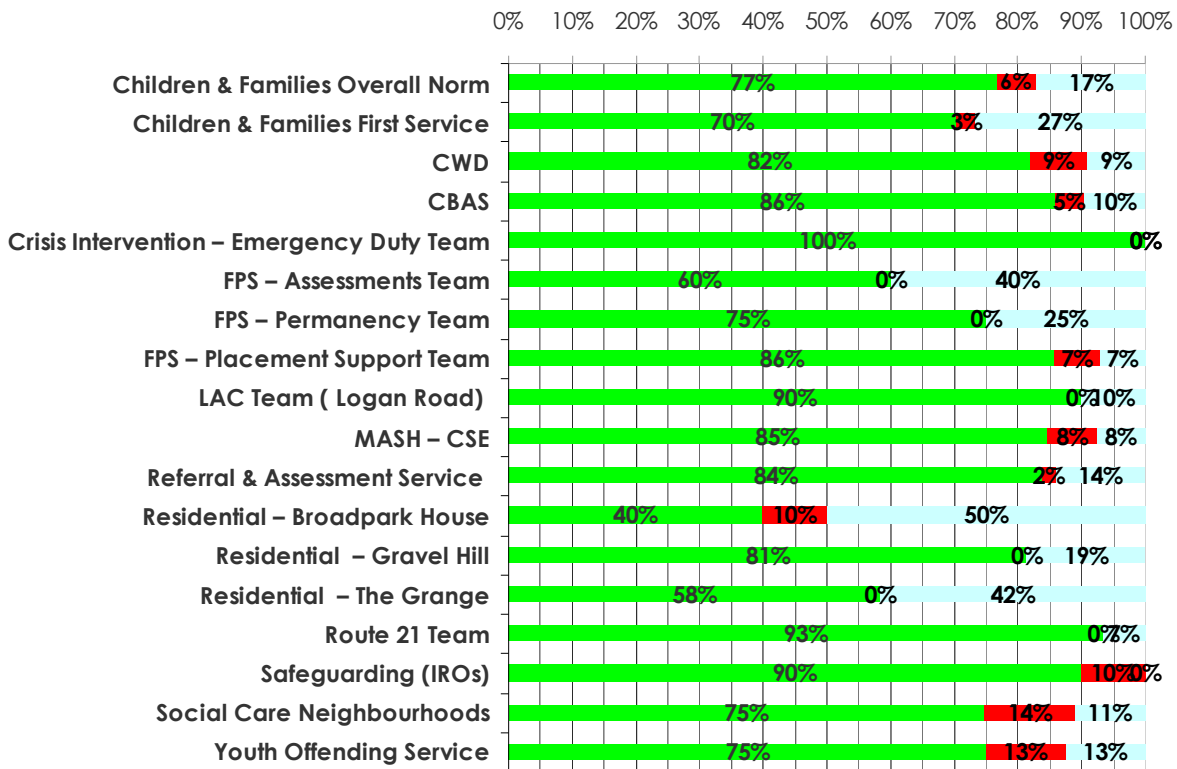


### b. ... by your supervisor?

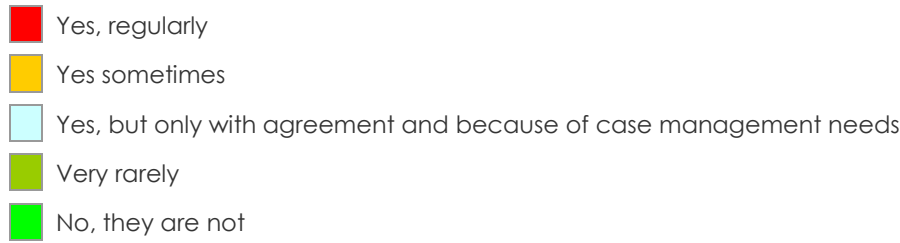


6. c. If yes to either, is the time made up before your next planned supervision session?

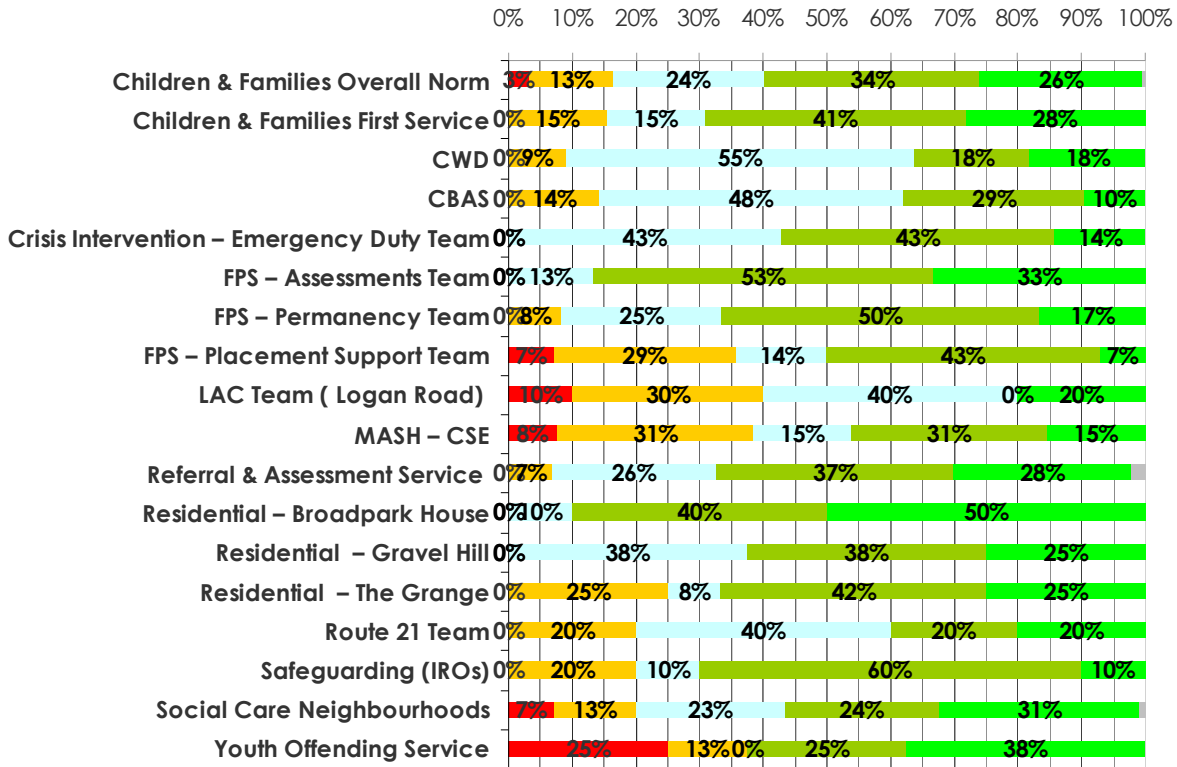
Yes No



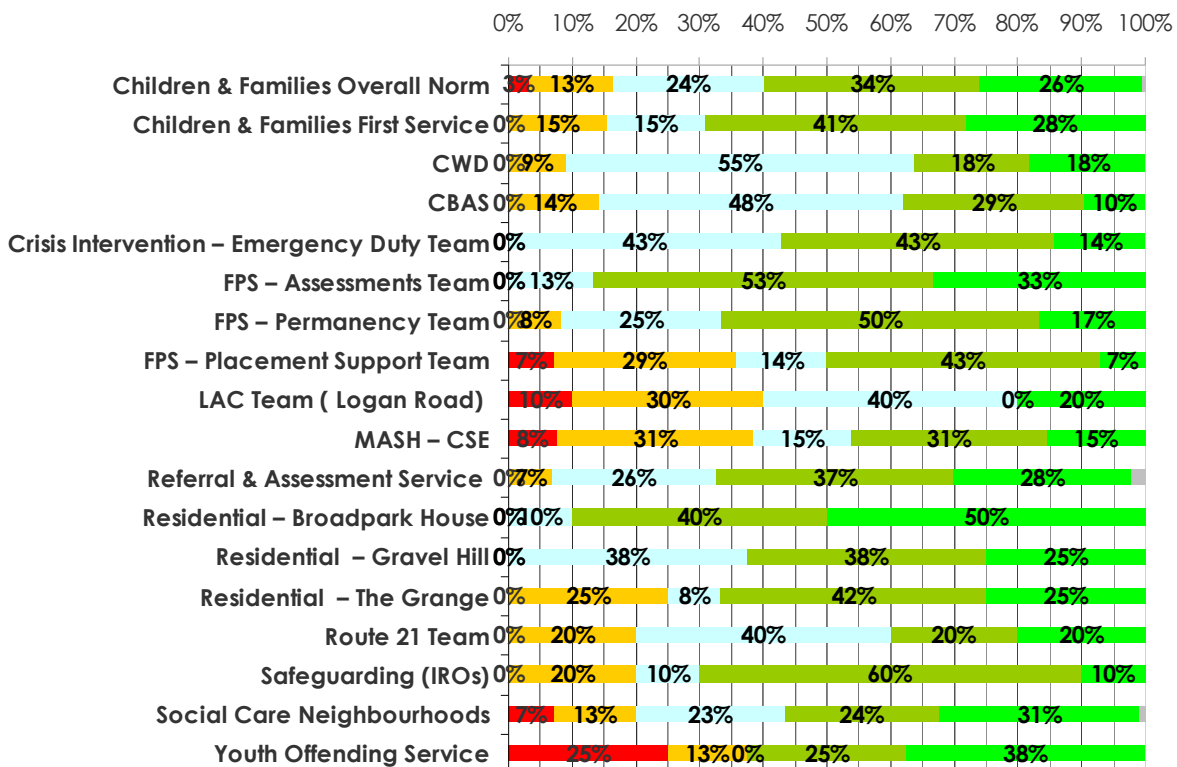
## 7. Is your supervision session ever interrupted or cut short ...



### a. ... by you?

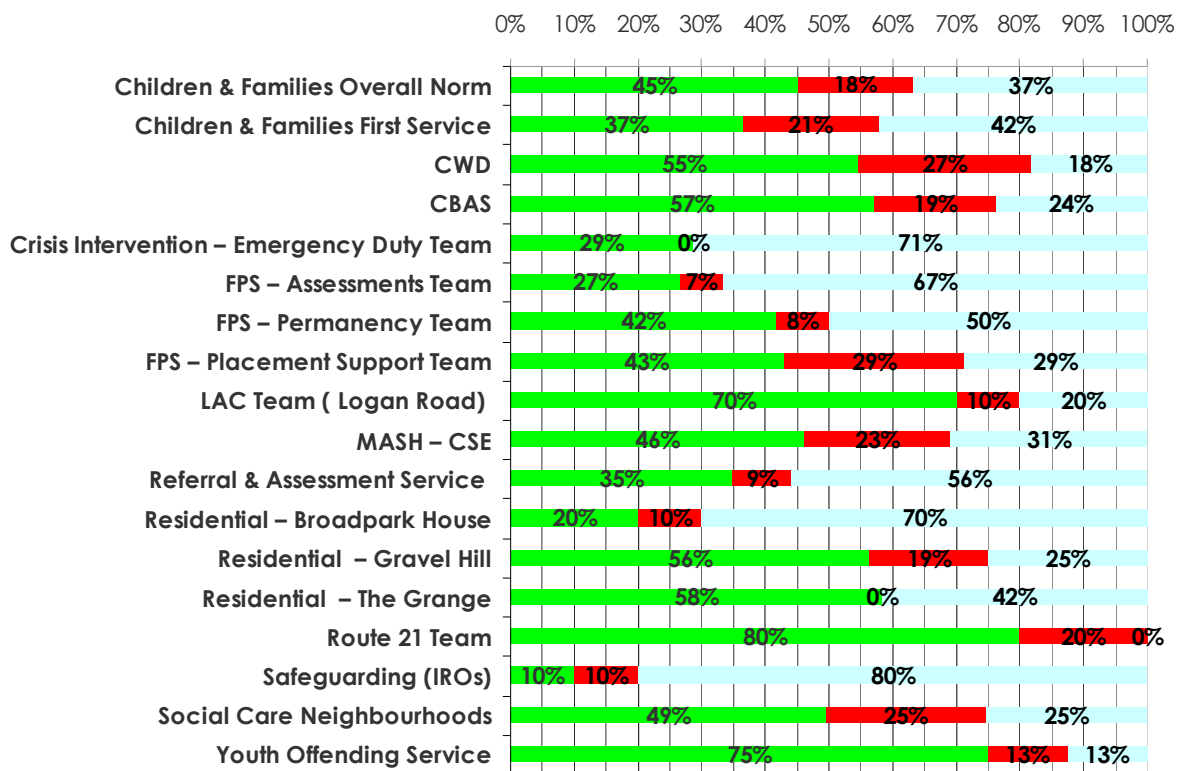


### b. ... by your supervisor?

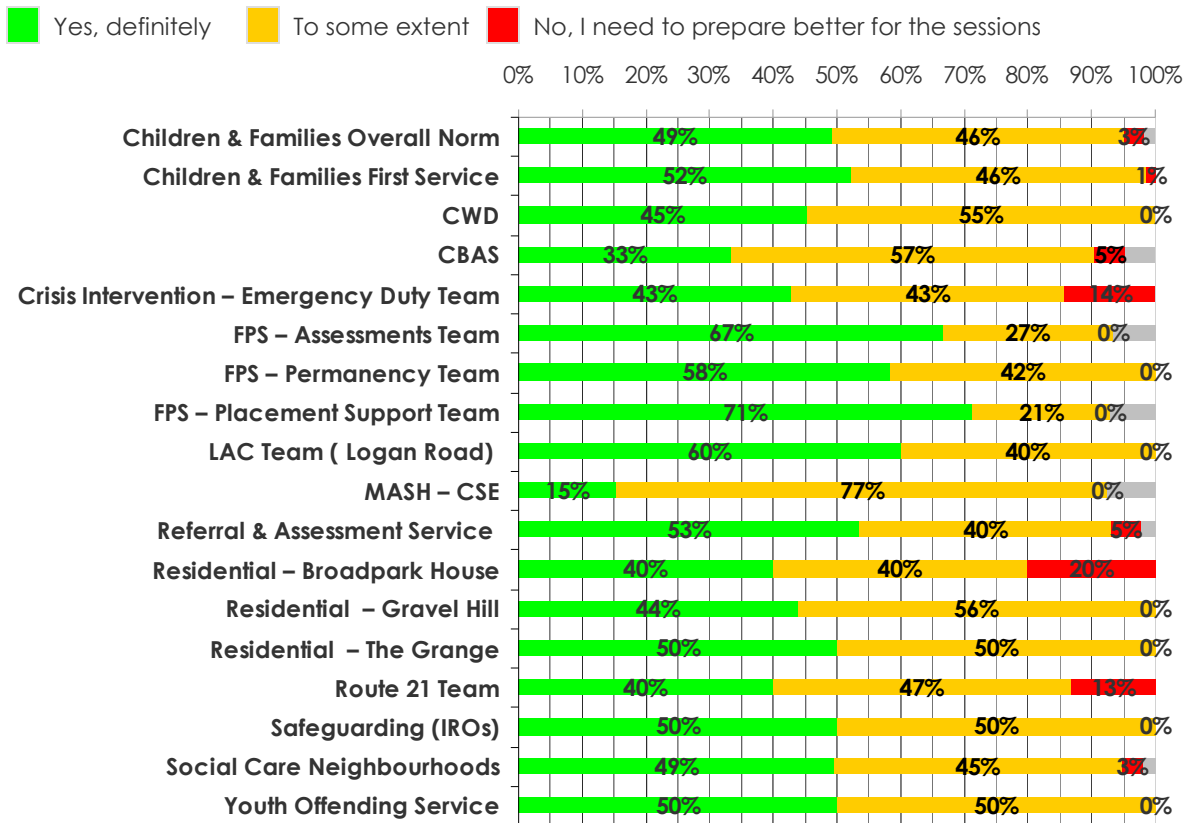


7. c. If yes to either, is the time made up before your next planned supervision session?

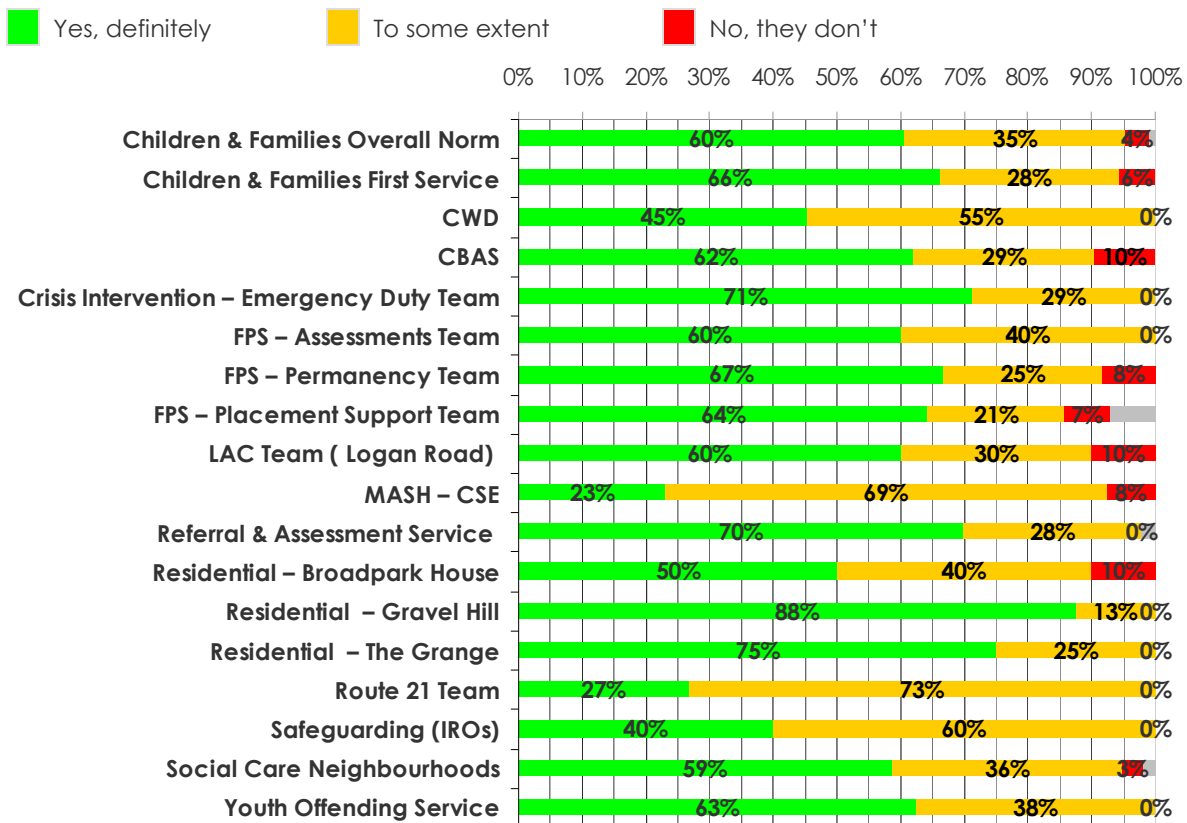
Yes No



8. Do you believe you are well prepared for each supervision session in terms of what you want to cover?

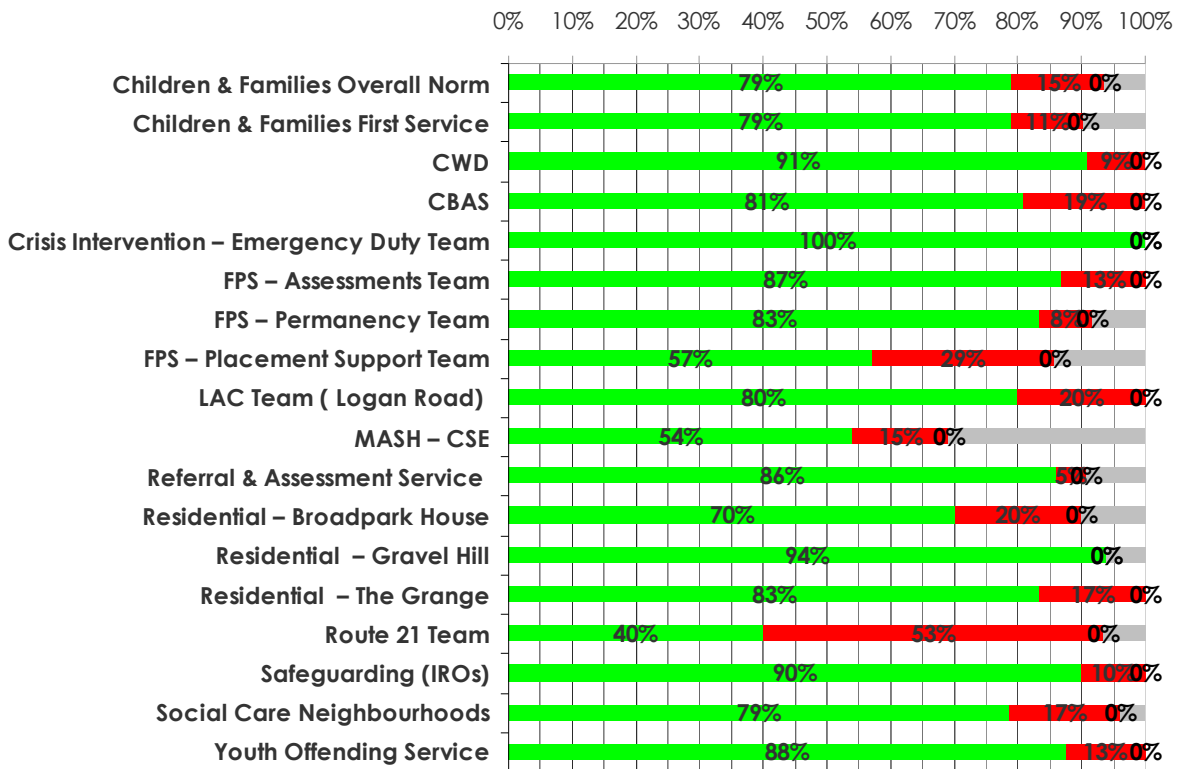


9. Does your supervisor come well prepared for each supervision session?



10. Are you always made aware of when new cases and / or work has been allocated to you?

Yes No



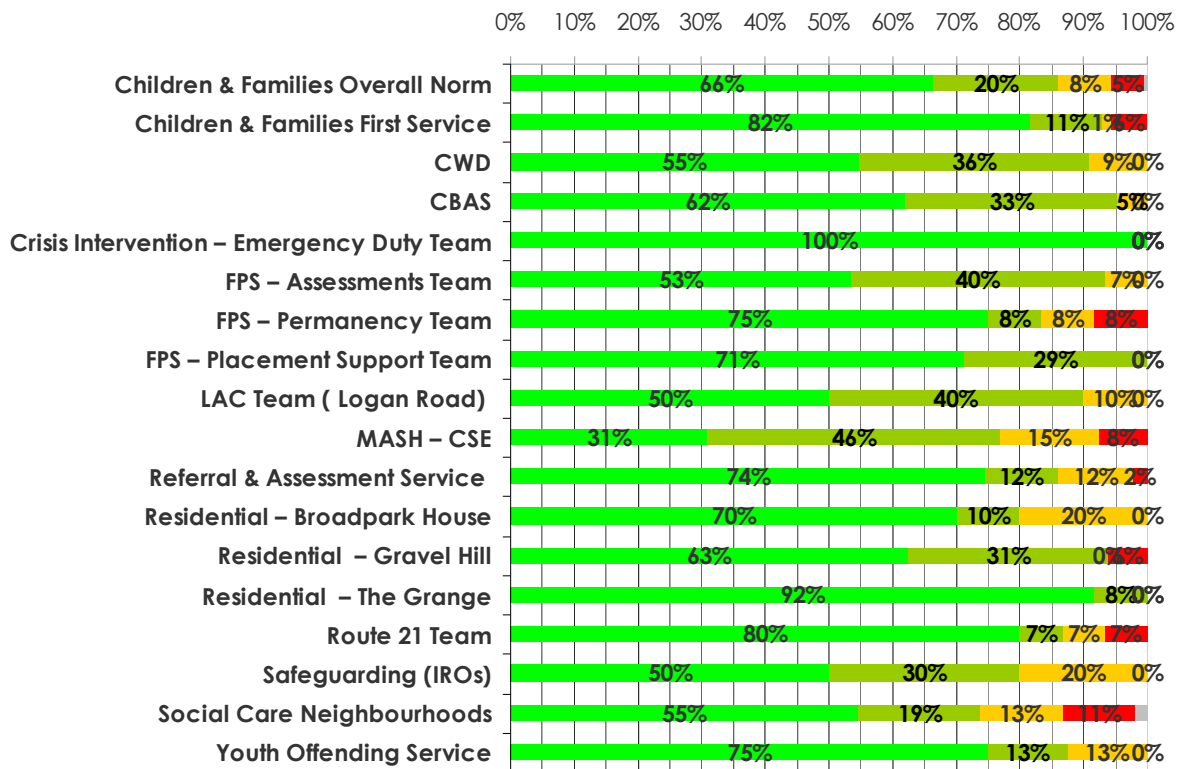
## Task Assistance / Management

This question focuses on you benefiting from assistance/ support in managing your workload, cases, tasks etc.

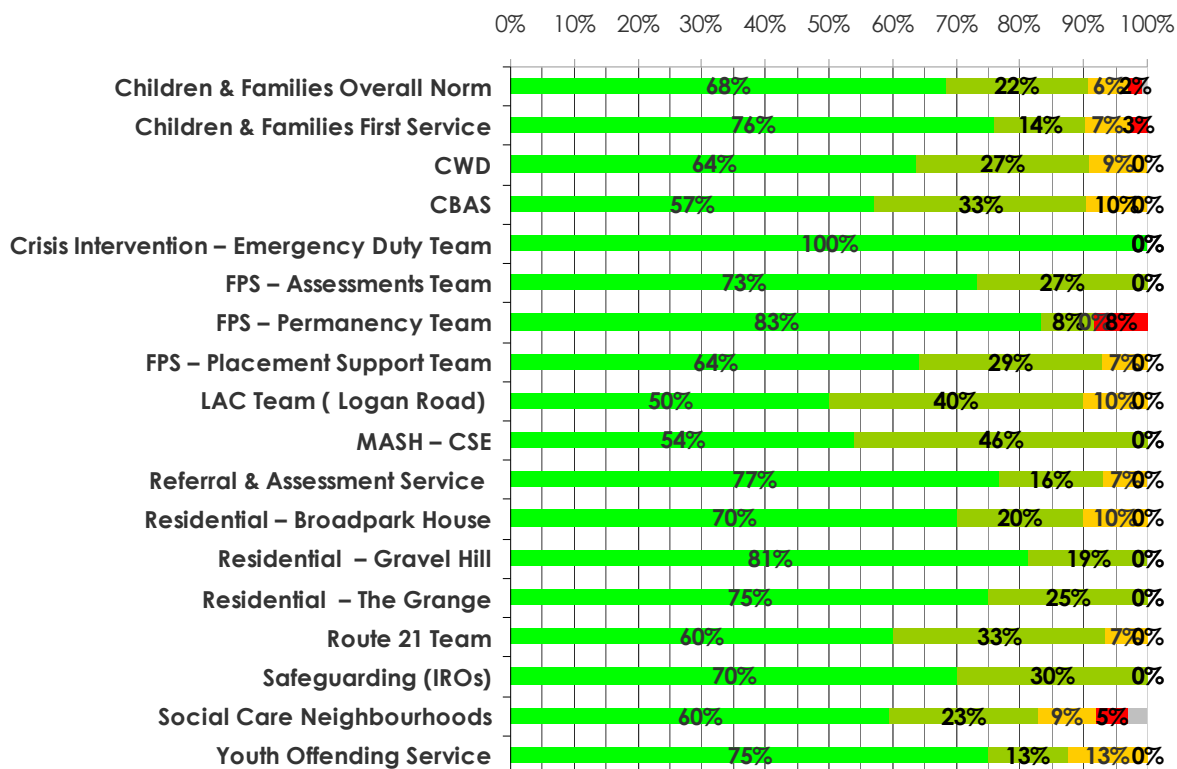
### 11. Do you and your supervisor ...

■ Yes, always    
 ■ Most times    
 ■ Sometimes    
 ■ Hardly ever / never

#### a. use a standard agenda?



#### b. ensure your agenda items are discussed?

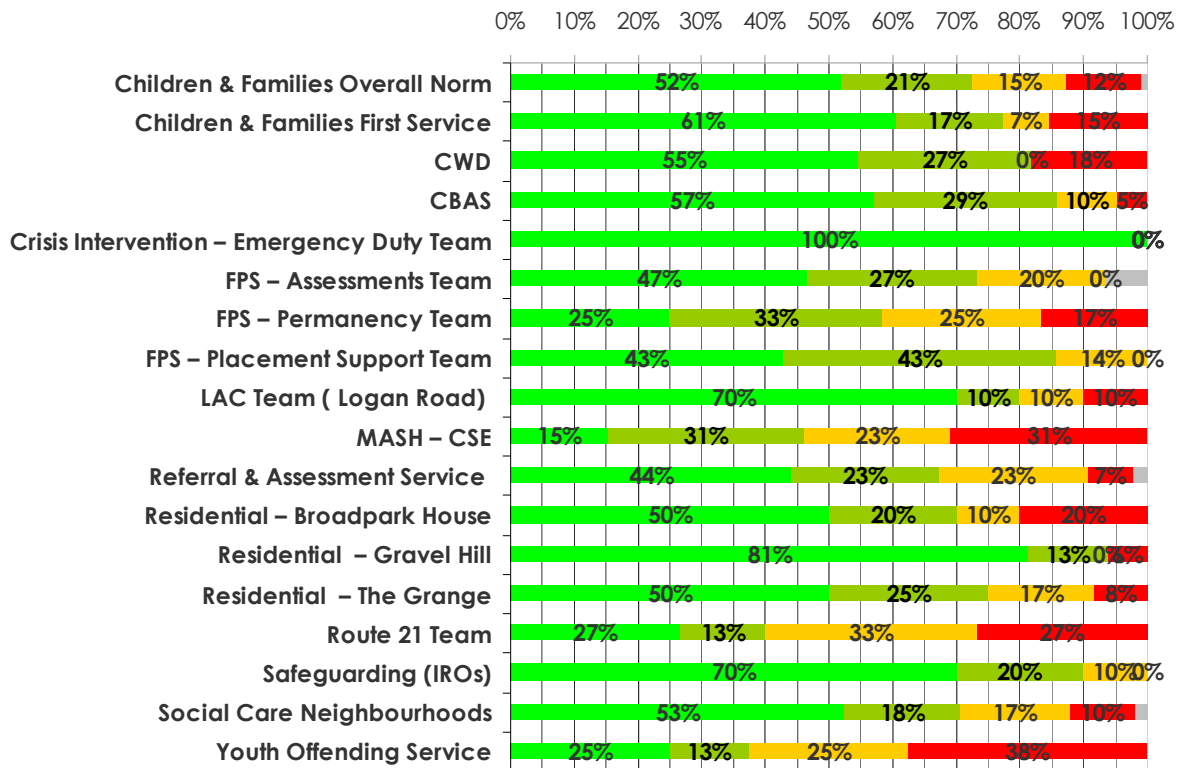




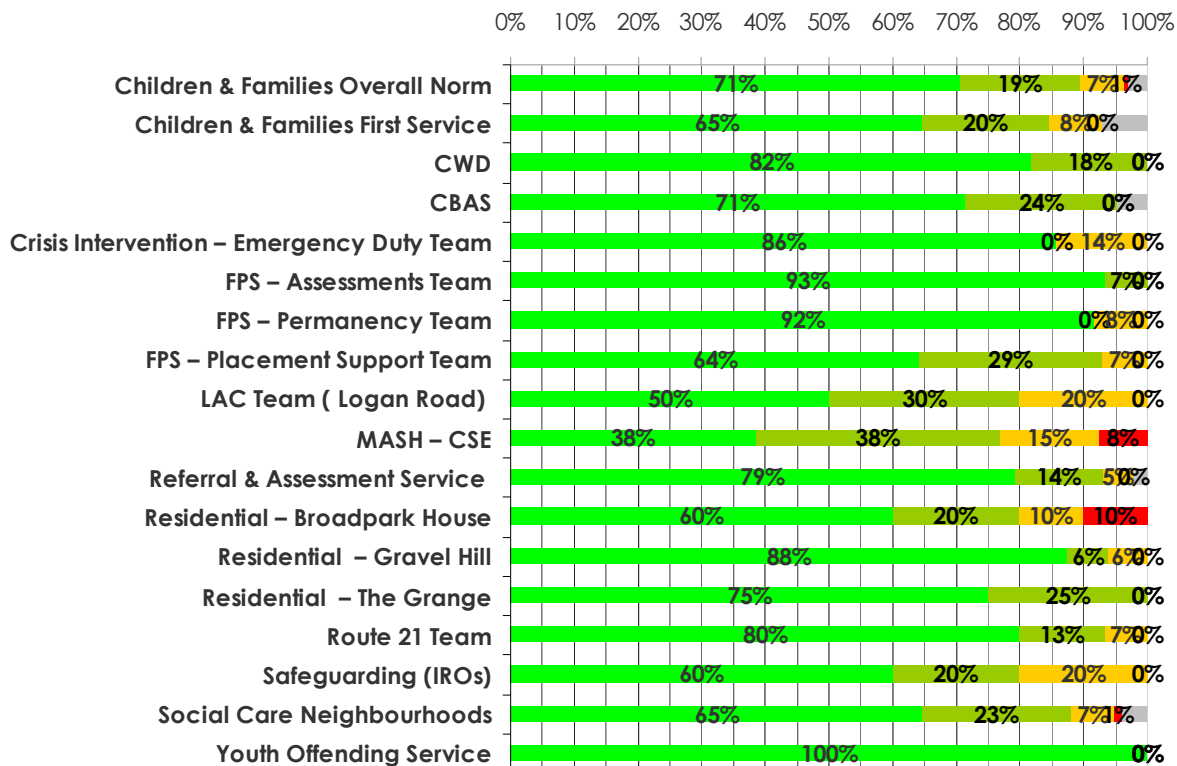
## 11. Do you and your supervisor ...



c. refer to the notes from your last session and discuss whether follow up work or actions have been completed within timescales?



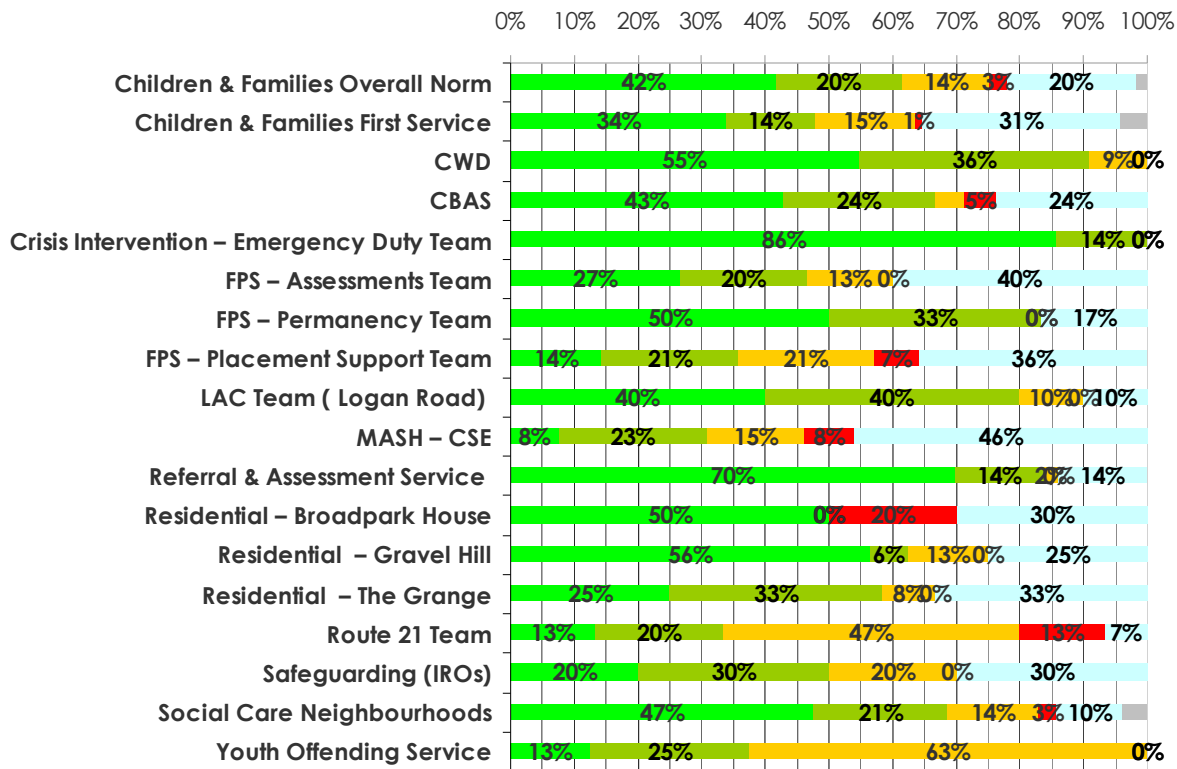
d. always discuss your active and new cases (if applicable) and / or current work?



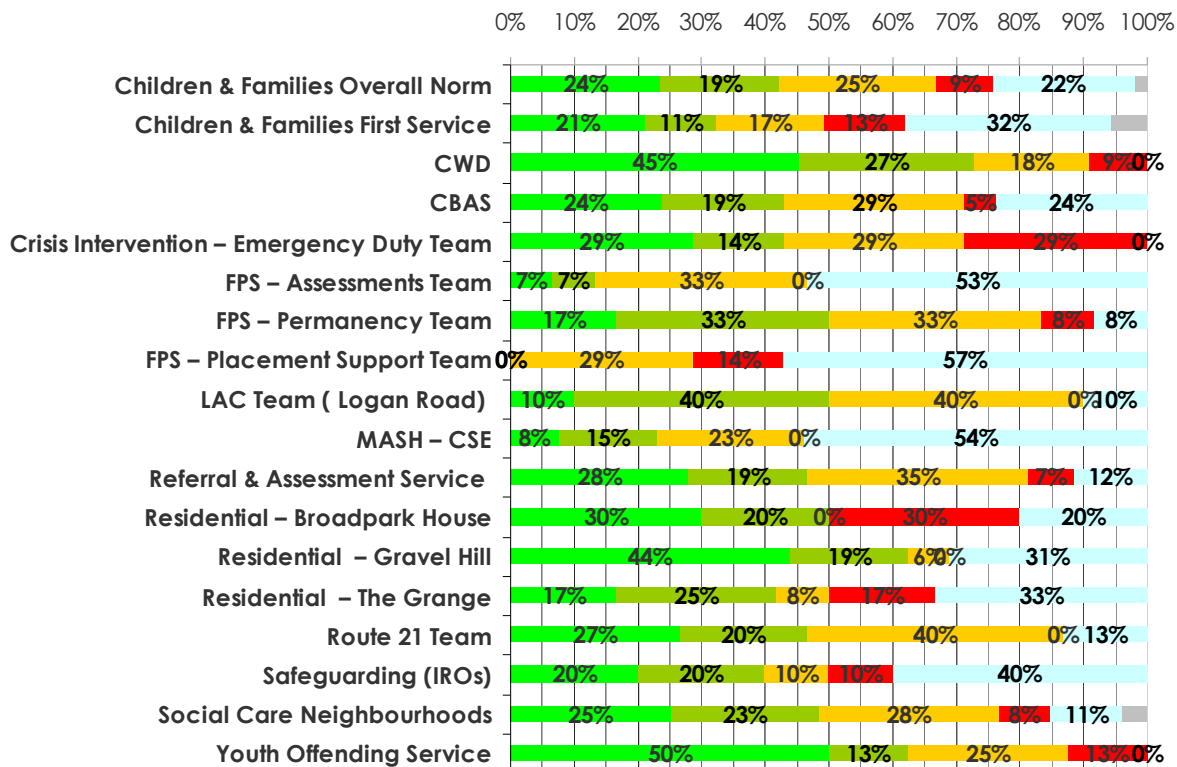
## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my role

### e. always include evidence of the child's current views and wishes in case discussions?



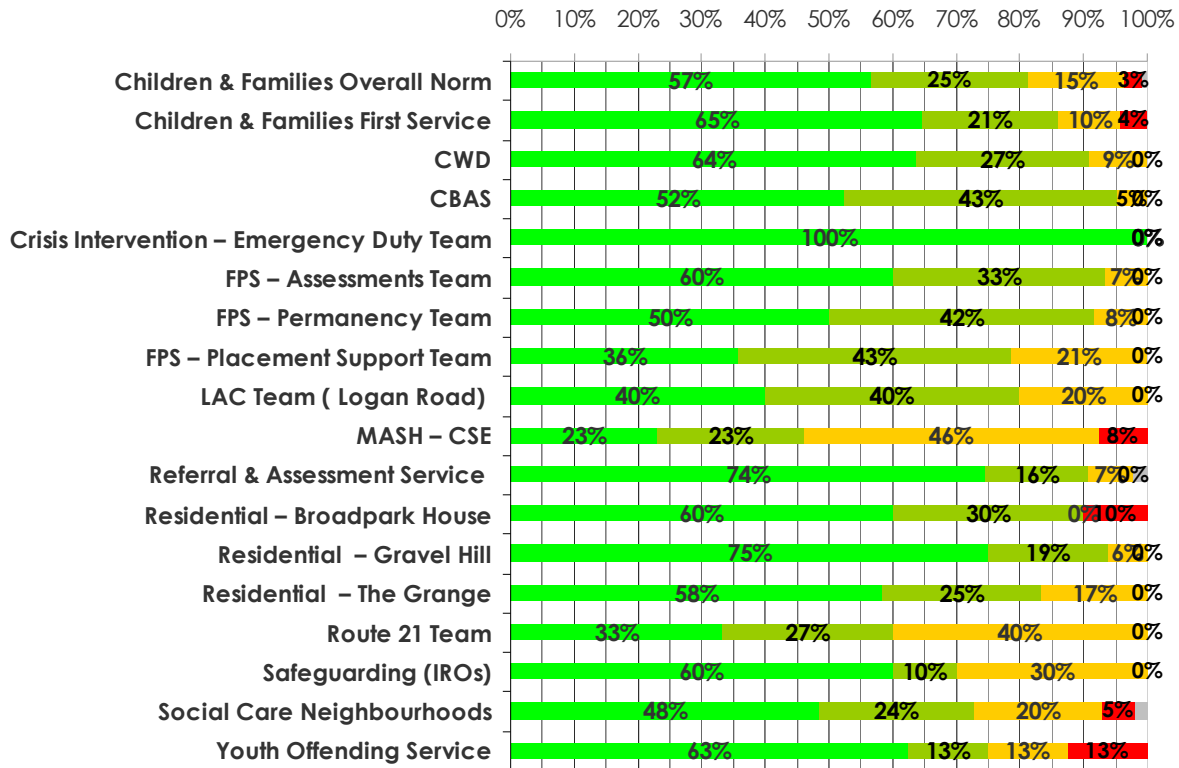
### f. refer to case notes on children's files?



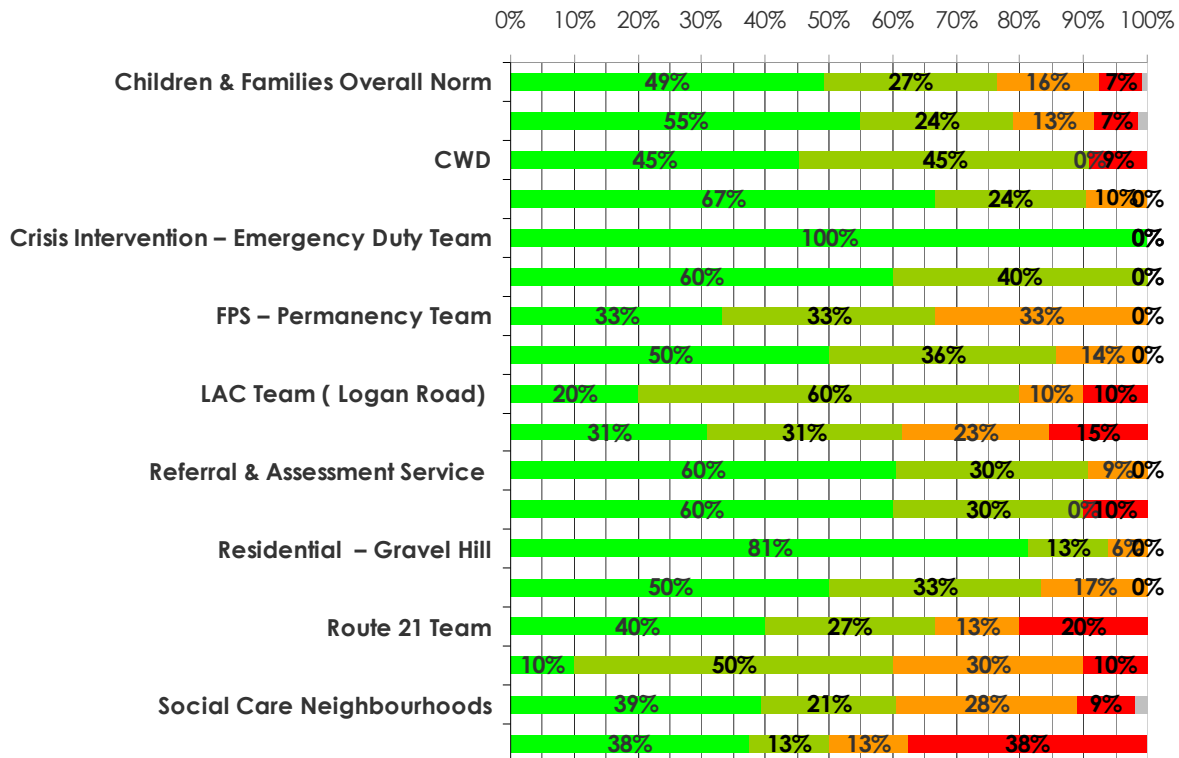
## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never

**g. discuss how you can work effectively and any help you need e.g. by clarifying your role, understanding the task in hand, problem-solving etc.?**



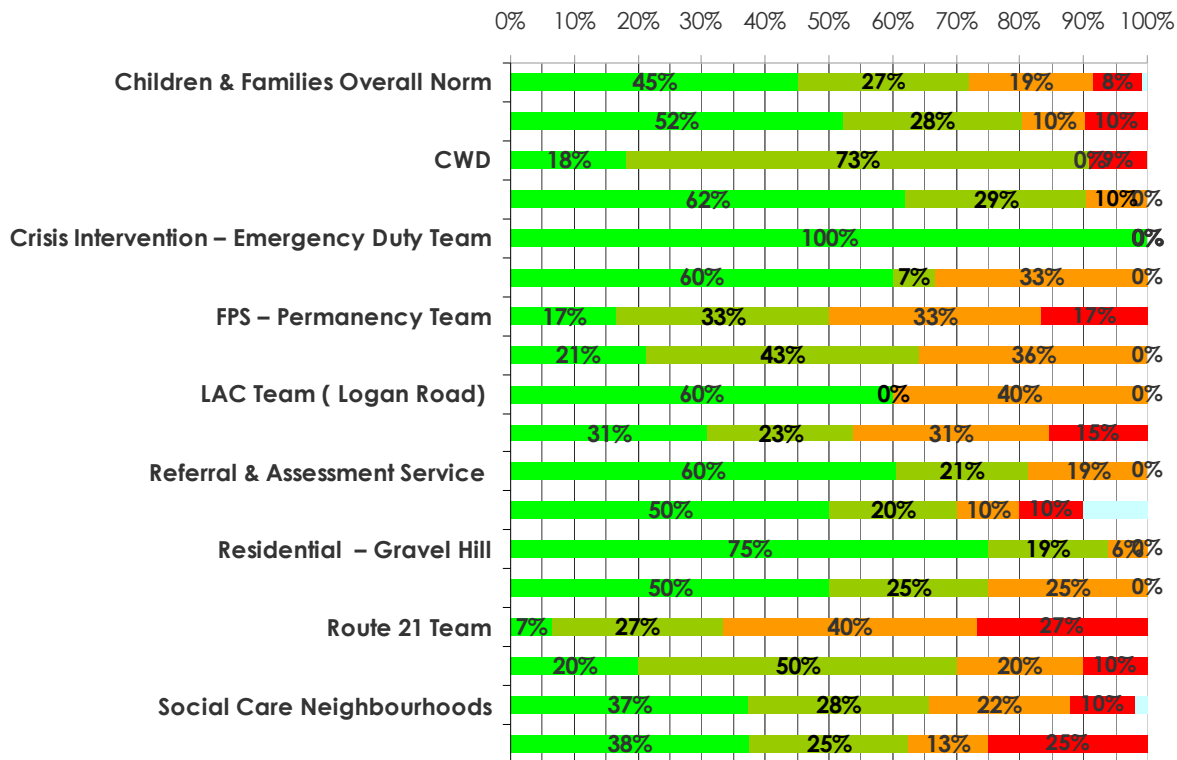
**h. make time to discuss, identify and agree any learning and development priorities / opportunities?**



## 11. Do you and your supervisor ...

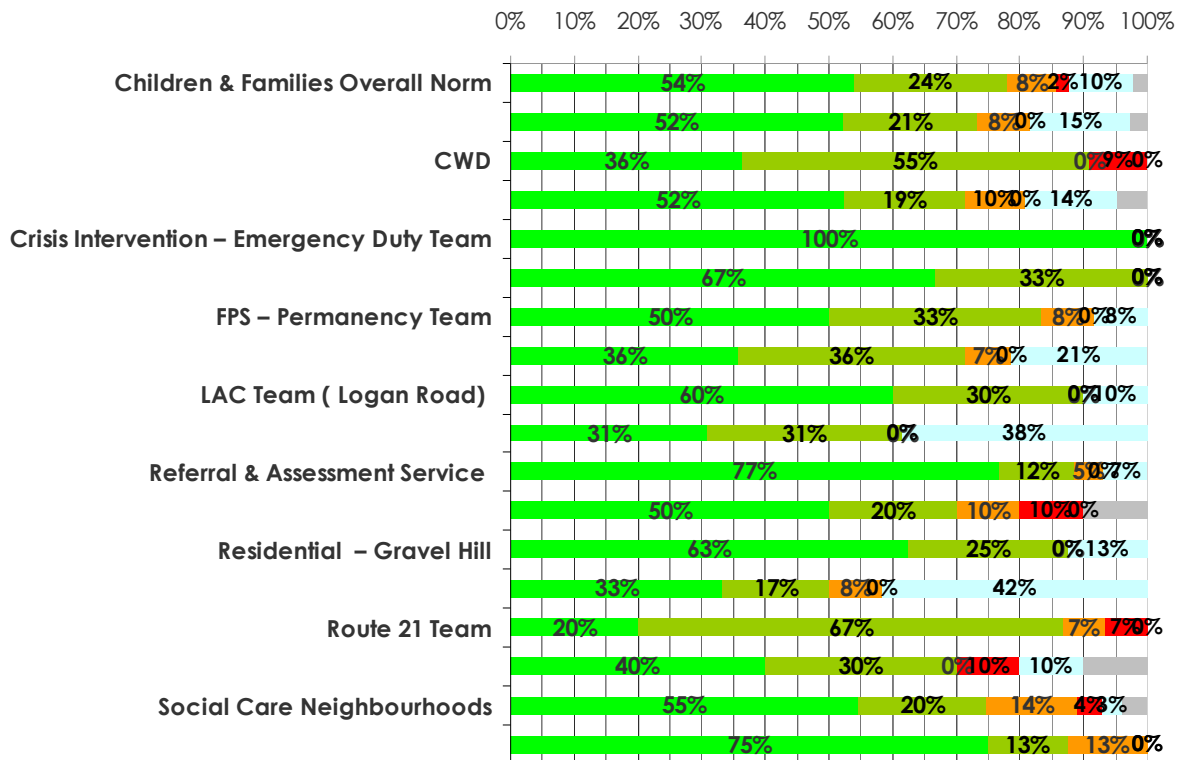
■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never

### i. use the opportunity to critically reflect on your current practice?



### j. end by leaving you clear about case and other decisions taken in the session?

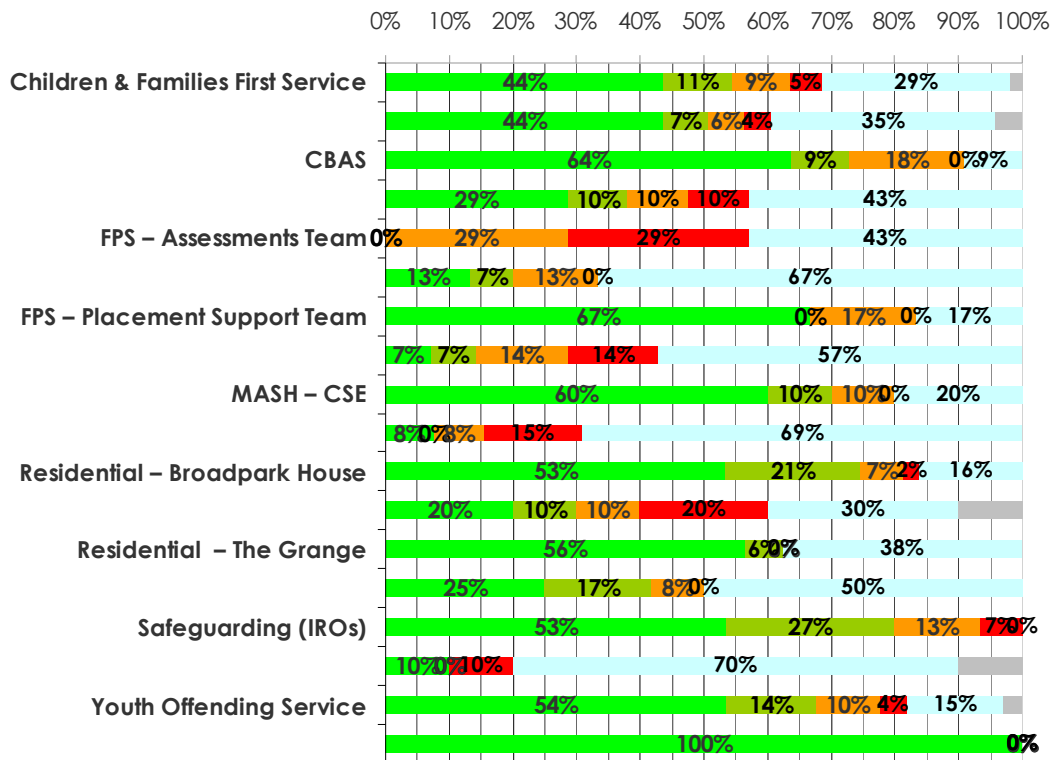
■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my role



## 11. Do you and your supervisor ...

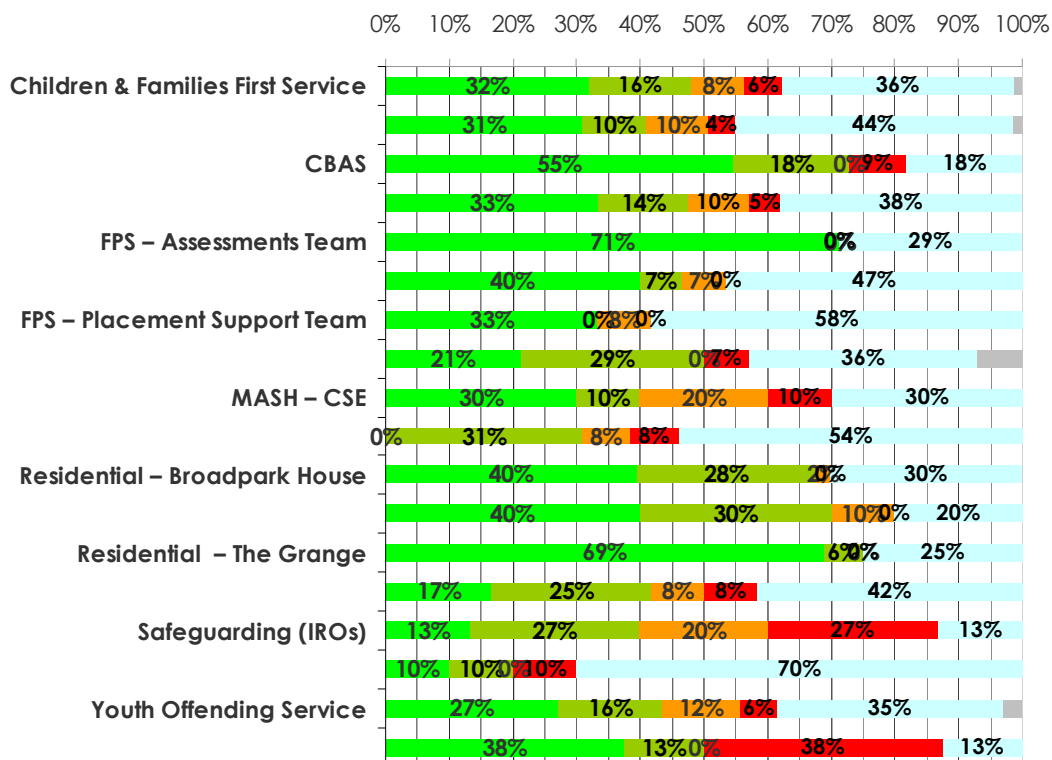
■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my role

### k. record discussions and decisions on the child's file?



### l. ensure any areas of disagreement are openly explored and recorded on the supervision record?

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ N/A no disagreement requiring this

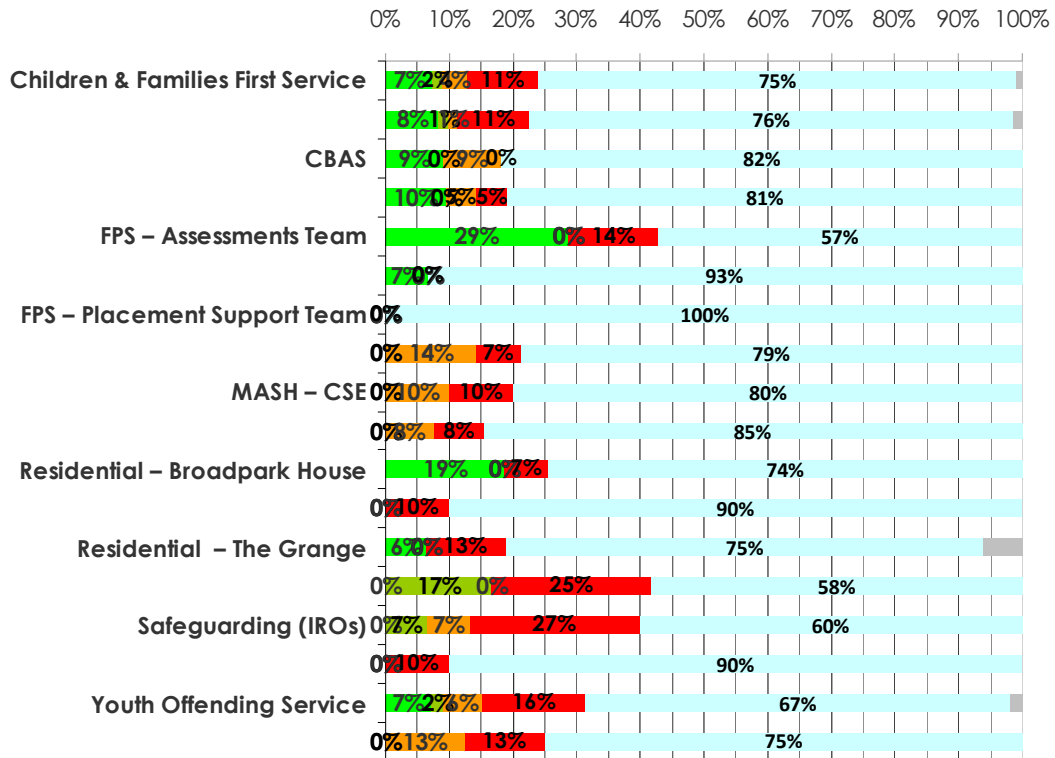


## 11. Do you and your supervisor ...

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ N/A no areas of disagreement yet

m. involve a 3rd party if there have been any occasions when you and your supervisor have disagreed about the management of a case?

**NB: A total of 93 people answered this sub-question – the rest of respondents selected the option 'Not applicable as no areas of disagreement yet'**



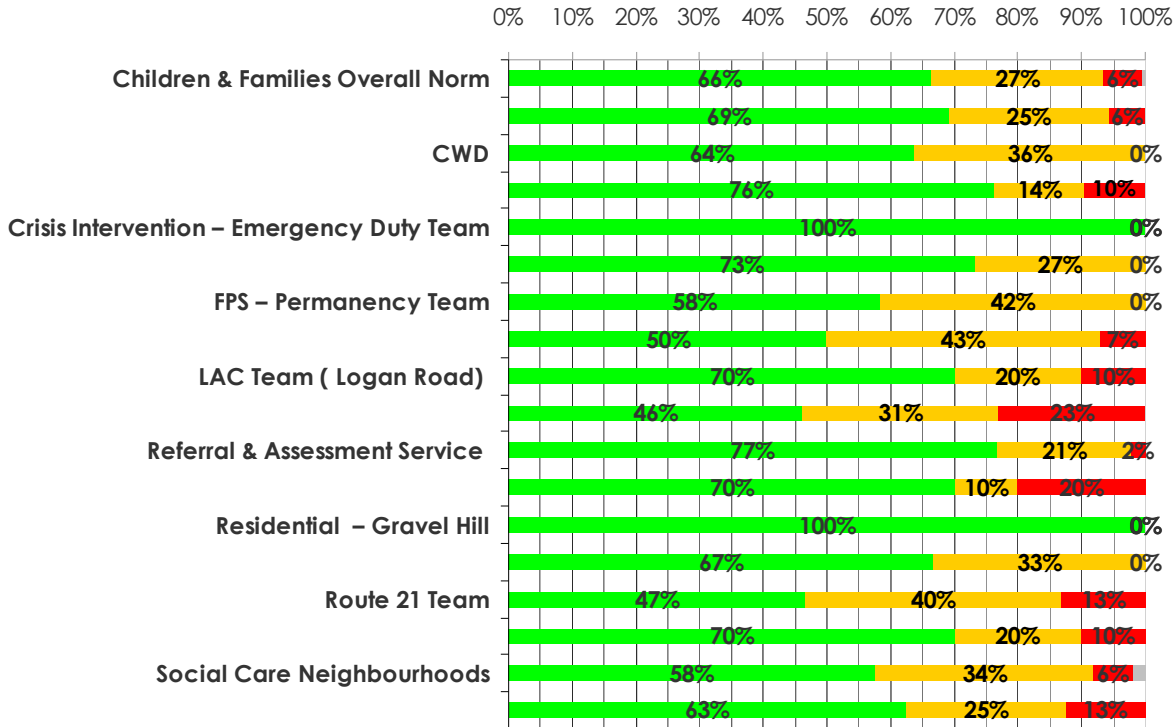
## Professional development

This question focuses on how your professional development is supported as an important part of your supervision outcomes ...

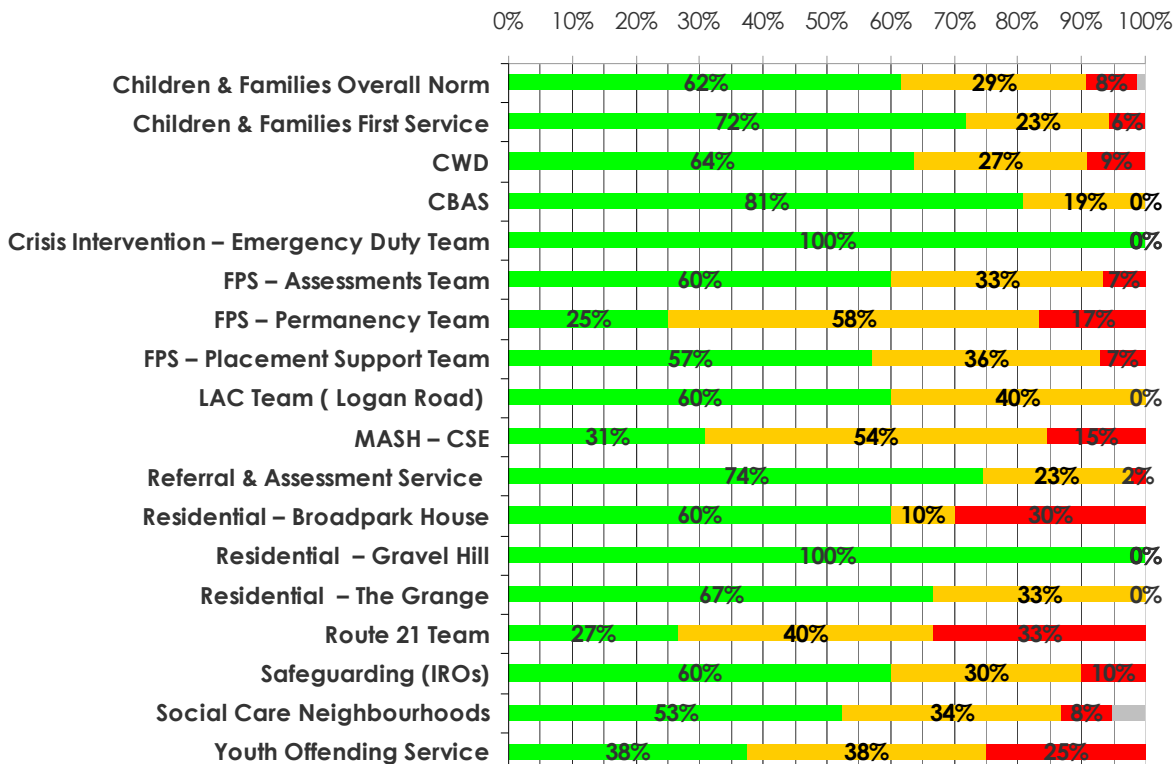
### 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

#### a. is grounded in a secure knowledge of your strengths and weaknesses by you and your supervisor?



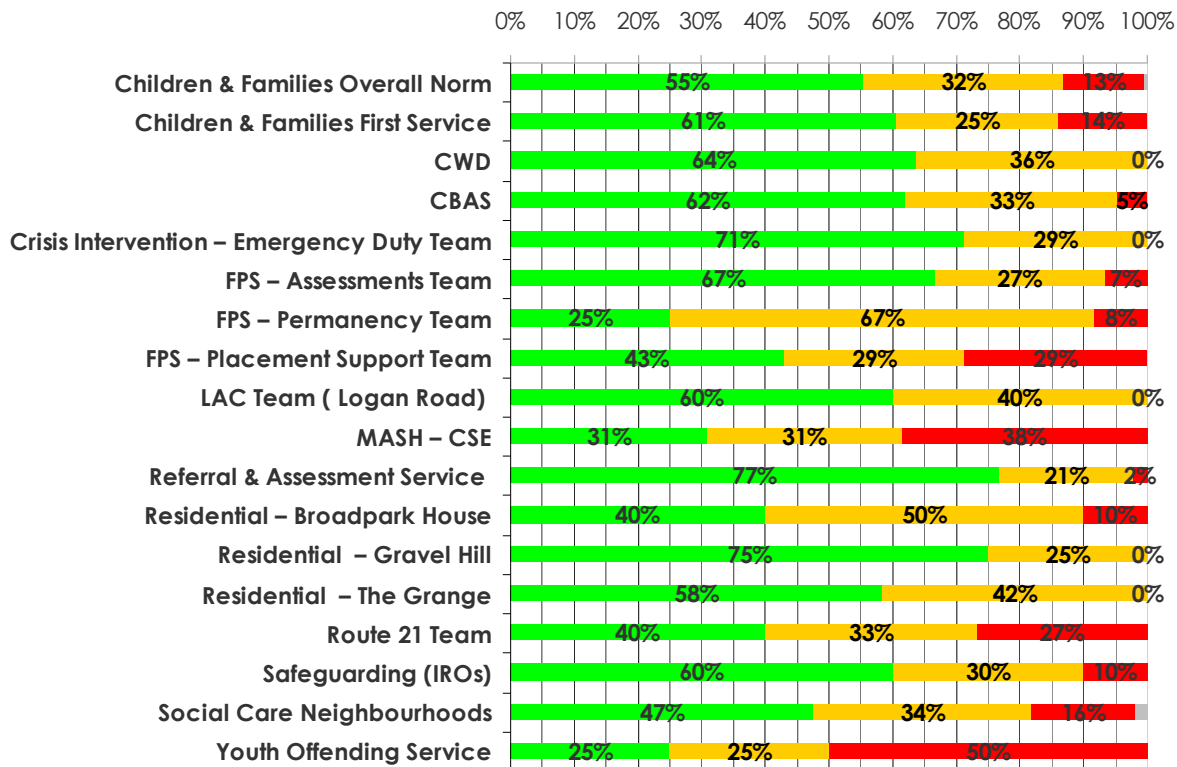
#### b. gives you the opportunity to critically reflect on your current practice?



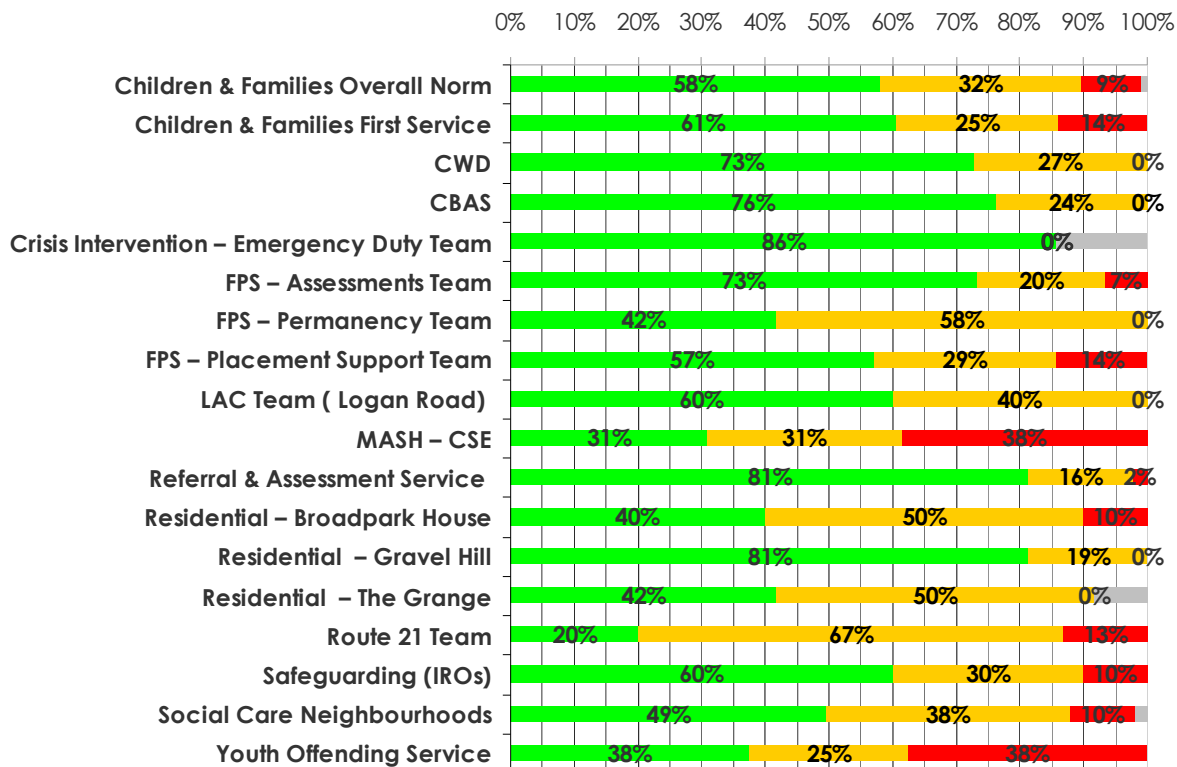
## 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

### c. directly helps develop your professional practice? e.g. through coaching, setting up joint visits etc.



### d. supports you in improving your performance and achieving your agreed performance objectives?

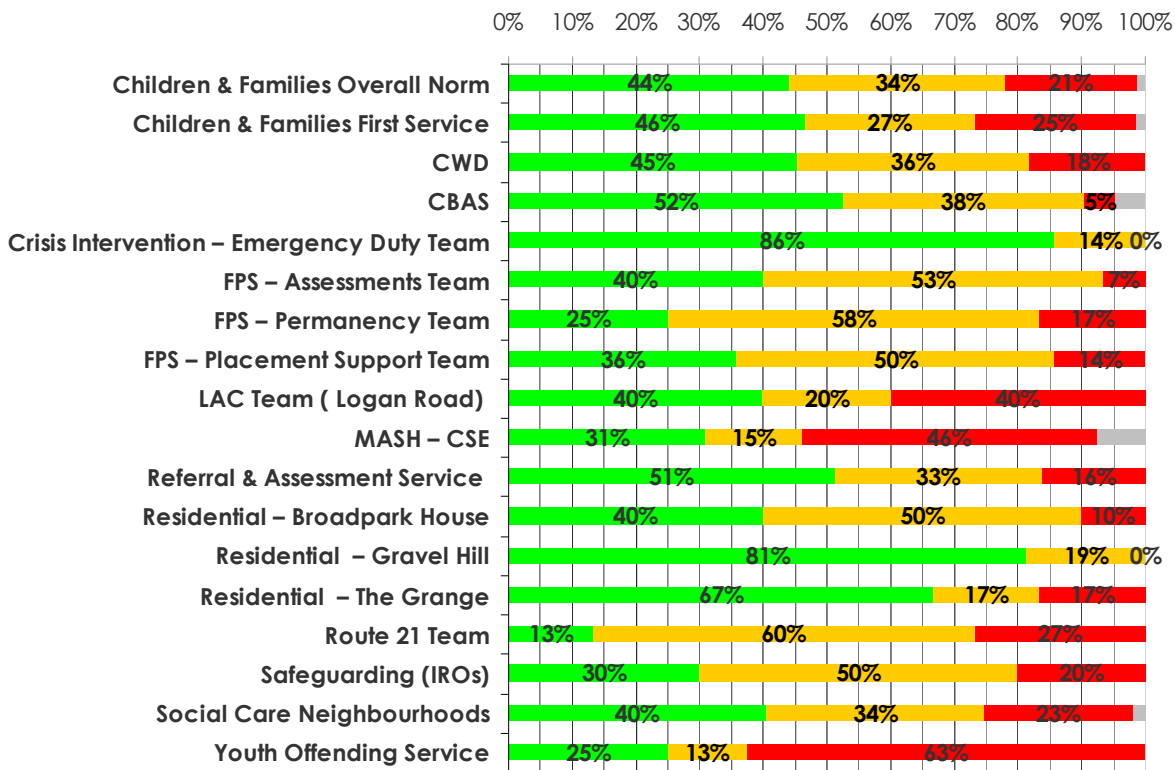




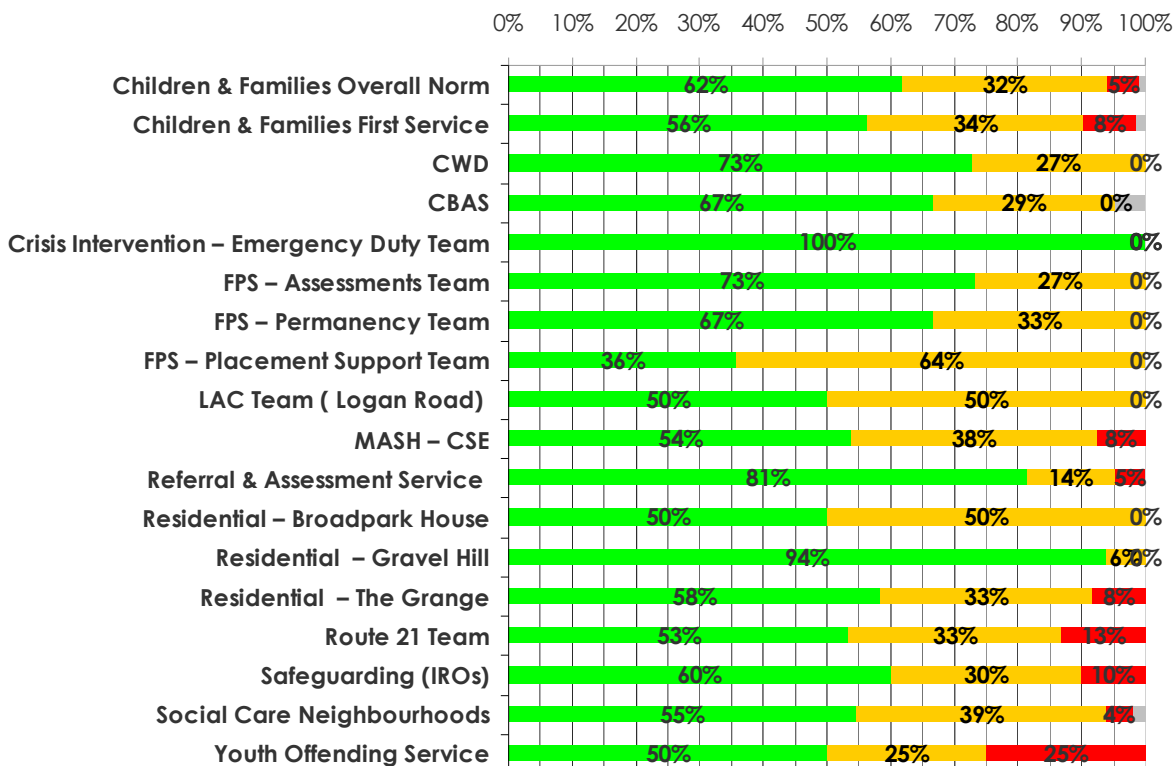
## 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

### e. Where relevant makes links between supervision and your annual appraisal / Personal Development Plan?



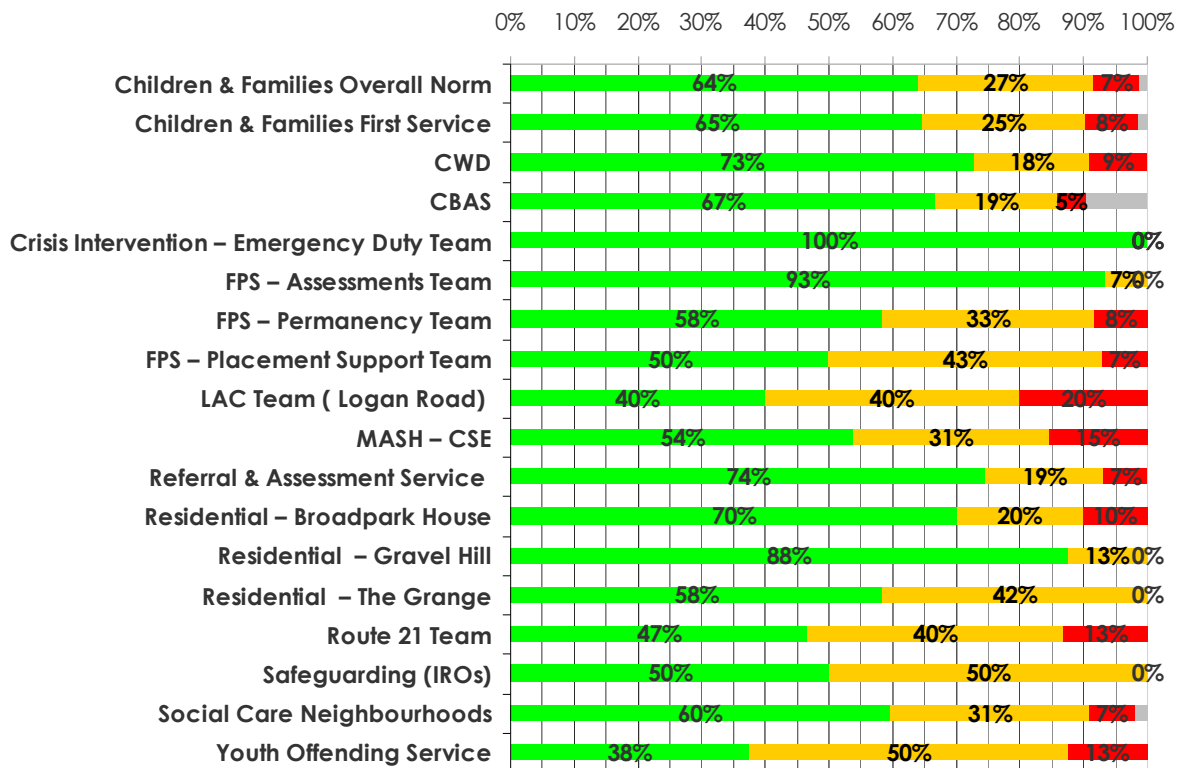
### f. includes encouragement from your supervisor to take up any learning and development that has been identified and agreed?



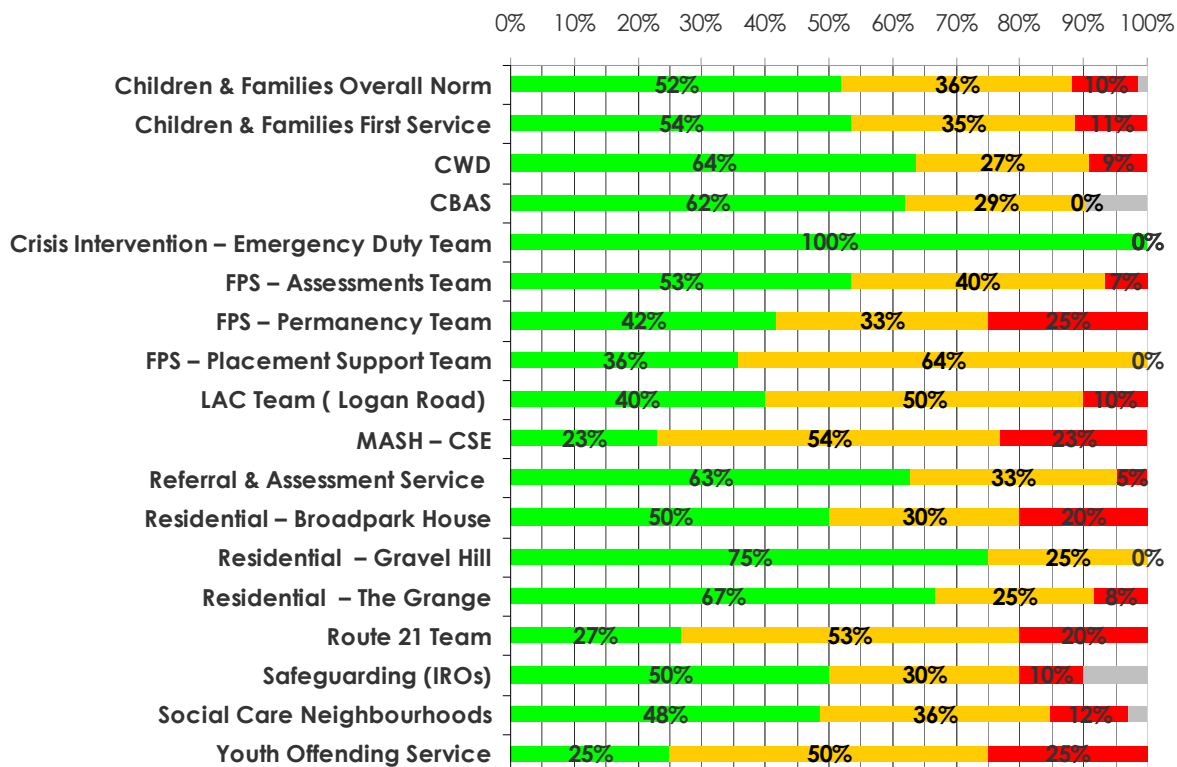
## 12. Do you believe that your supervision ...

■ Yes, I do
 ■ To some extent
 ■ No, I don't

### g. includes discussing any learning, training and development you have attended / undertaken?



### h. supports you on how you will integrate any learning and development into your practice?



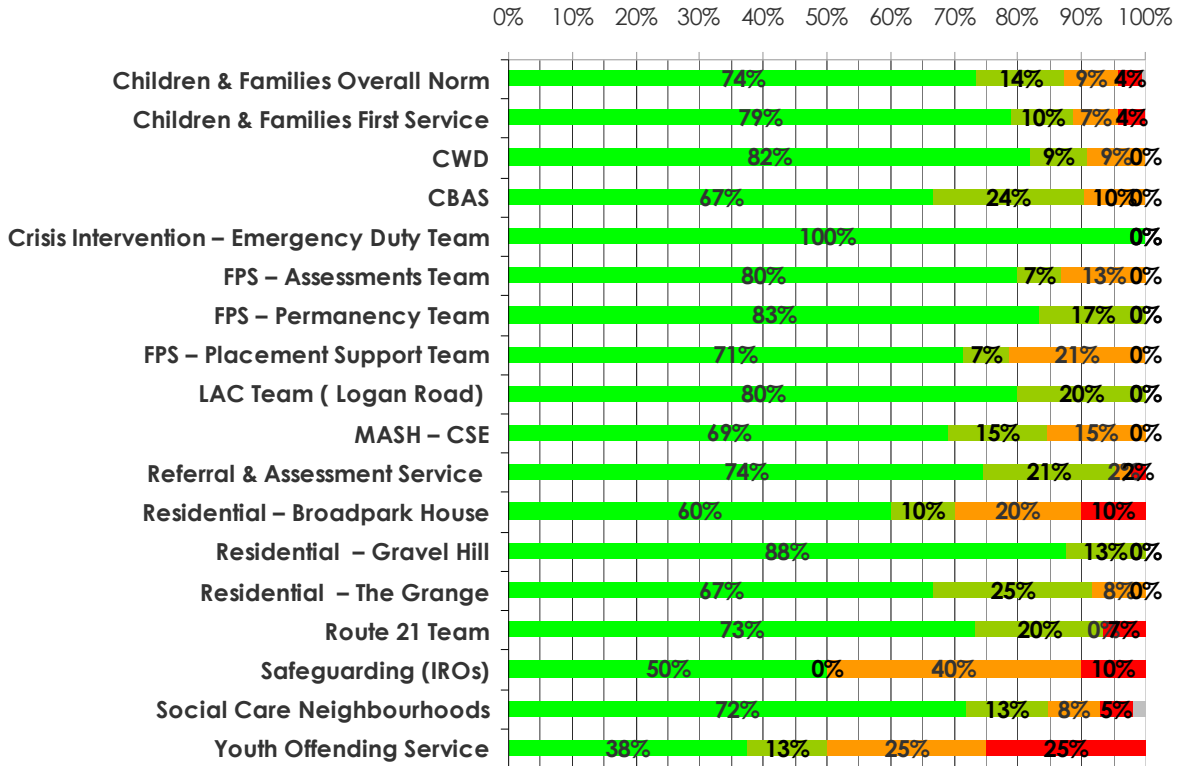
## Staff well-being ...

This question explores how much you feel personally supported to have a sense of well-being related to your work - this can be to do with your health, safety and welfare.

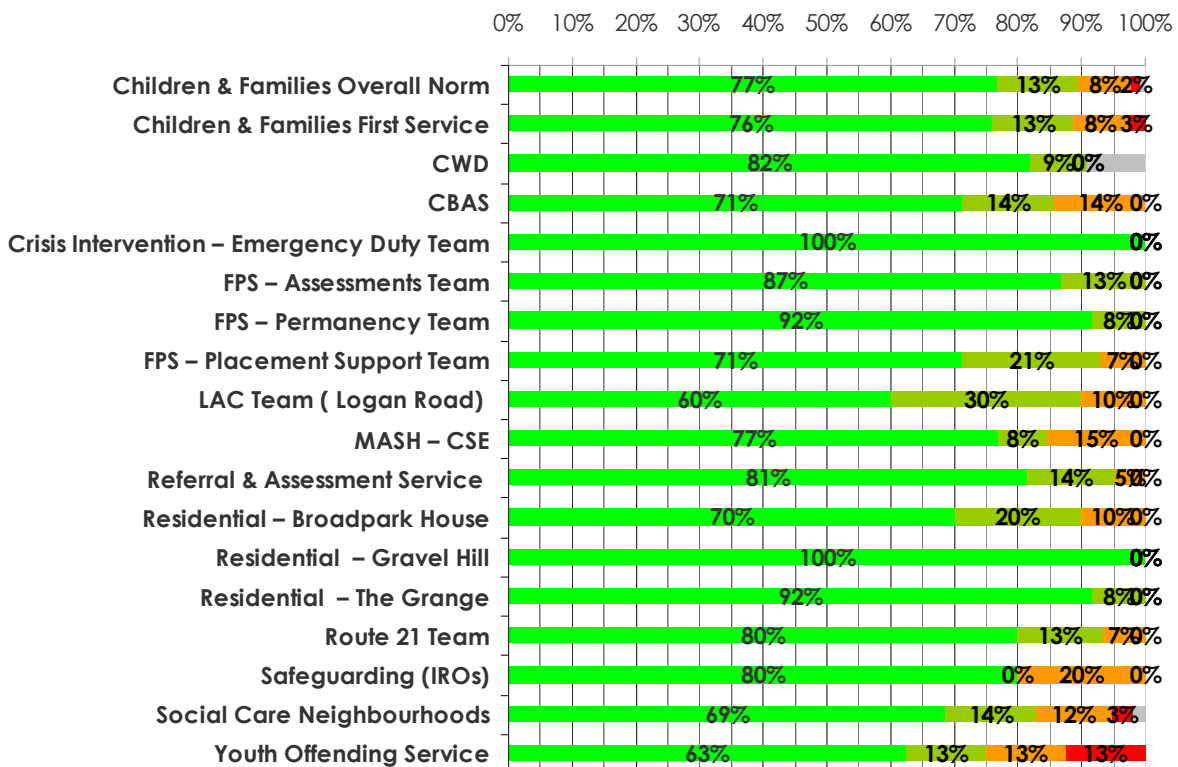
### 13. During your supervision sessions ...



#### a. Is the topic of staff wellbeing an early item on the agenda?



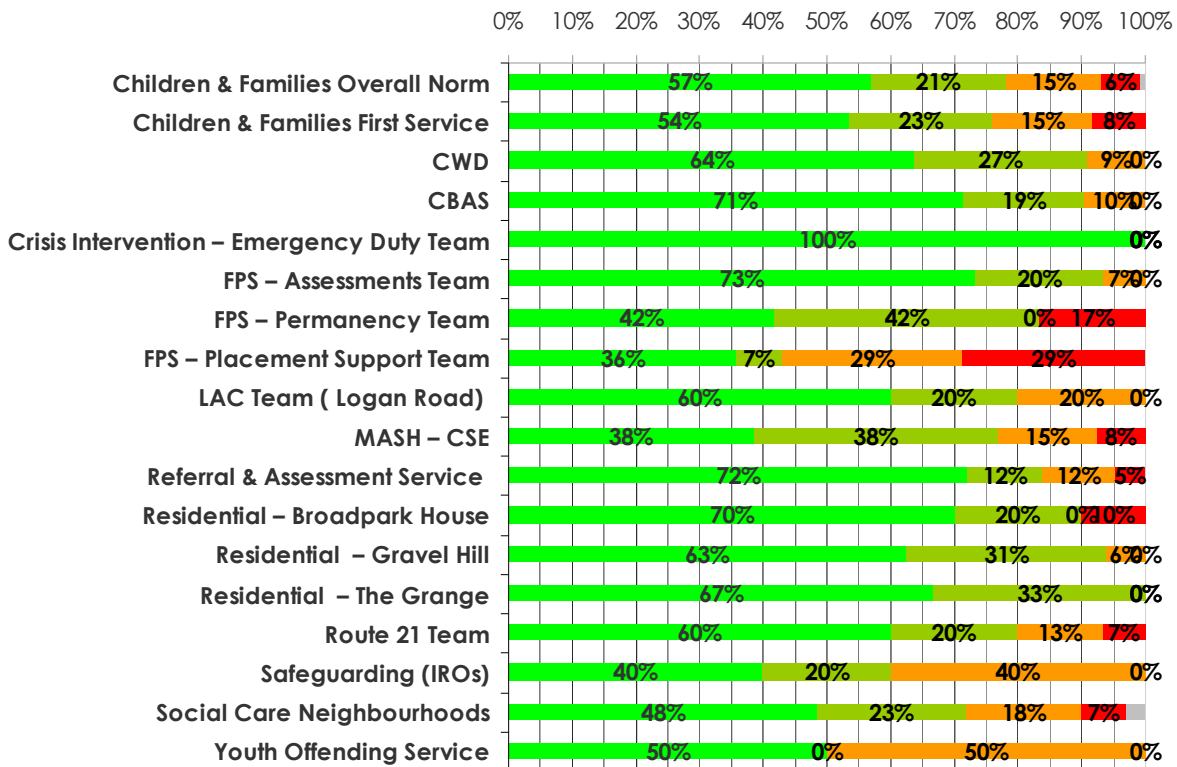
#### b. Are you able to raise issues to do with your safety at work or health or welfare?



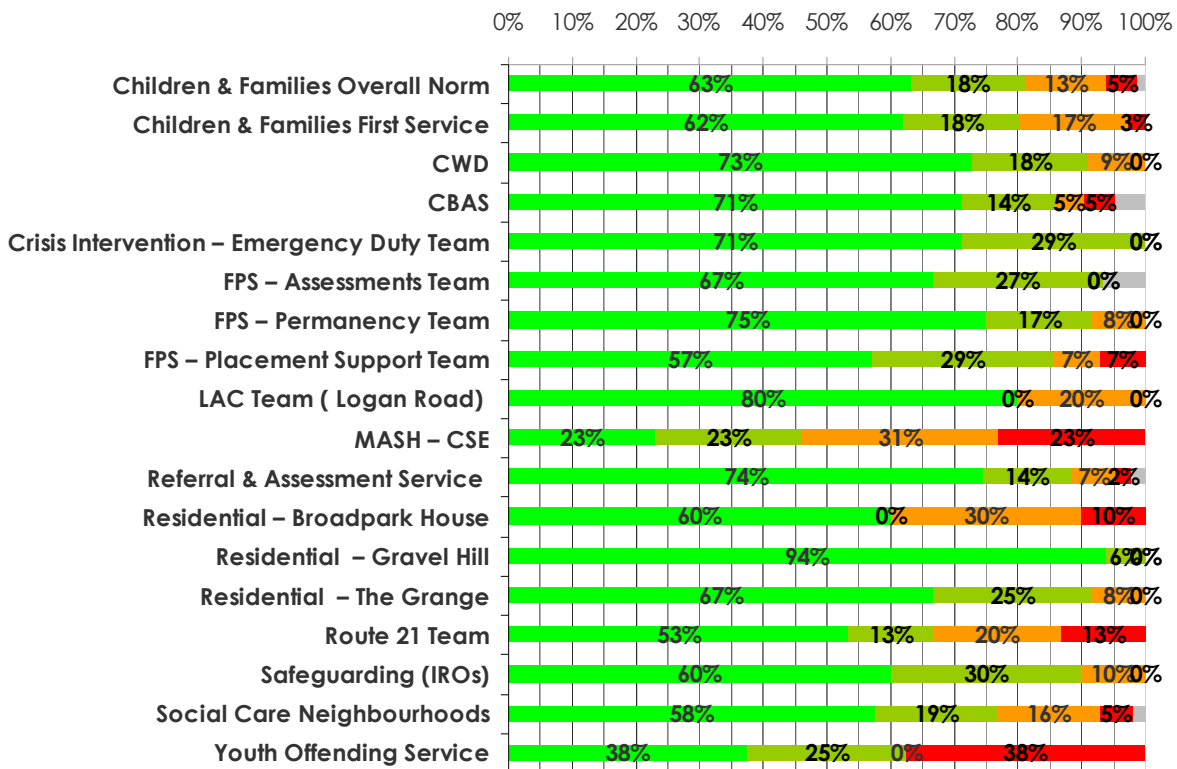
### 13. During your supervision sessions ...



#### c. Do you discuss time and workload management?



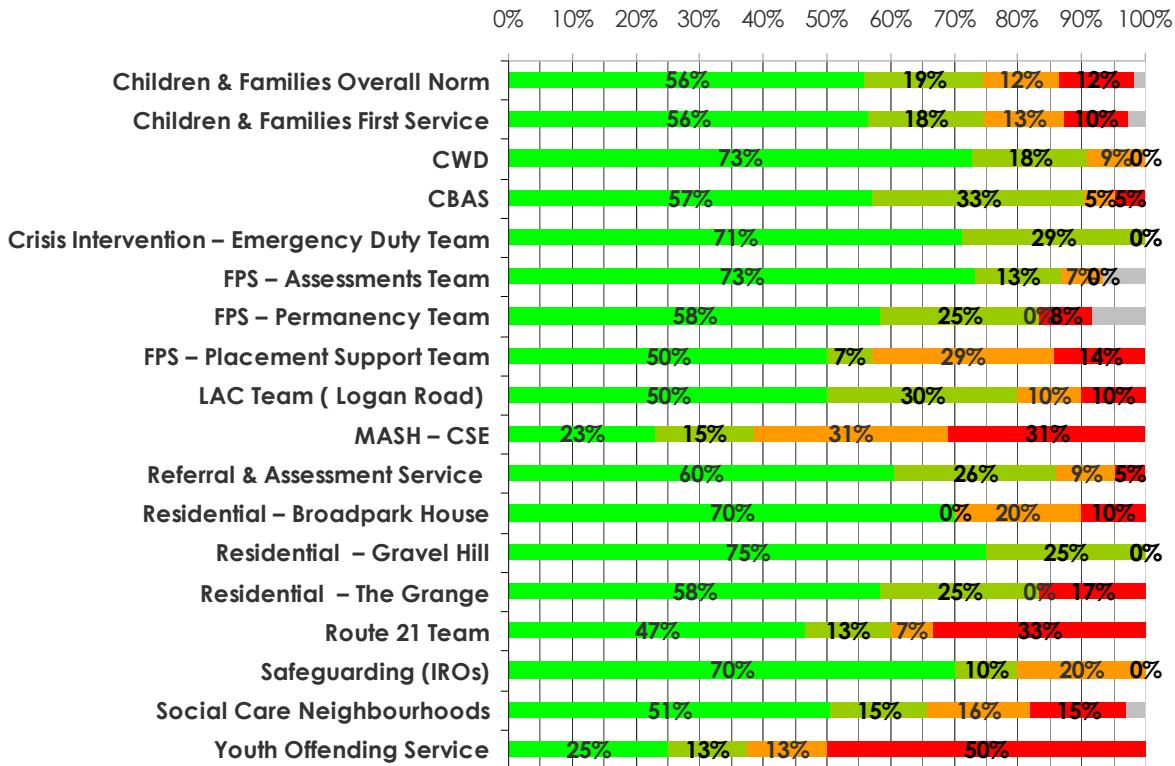
#### d. Do you feel you have a relationship of trust and openness, giving you the confidence to seek the emotional support you need to do your job?



### 13. During your supervision sessions ...

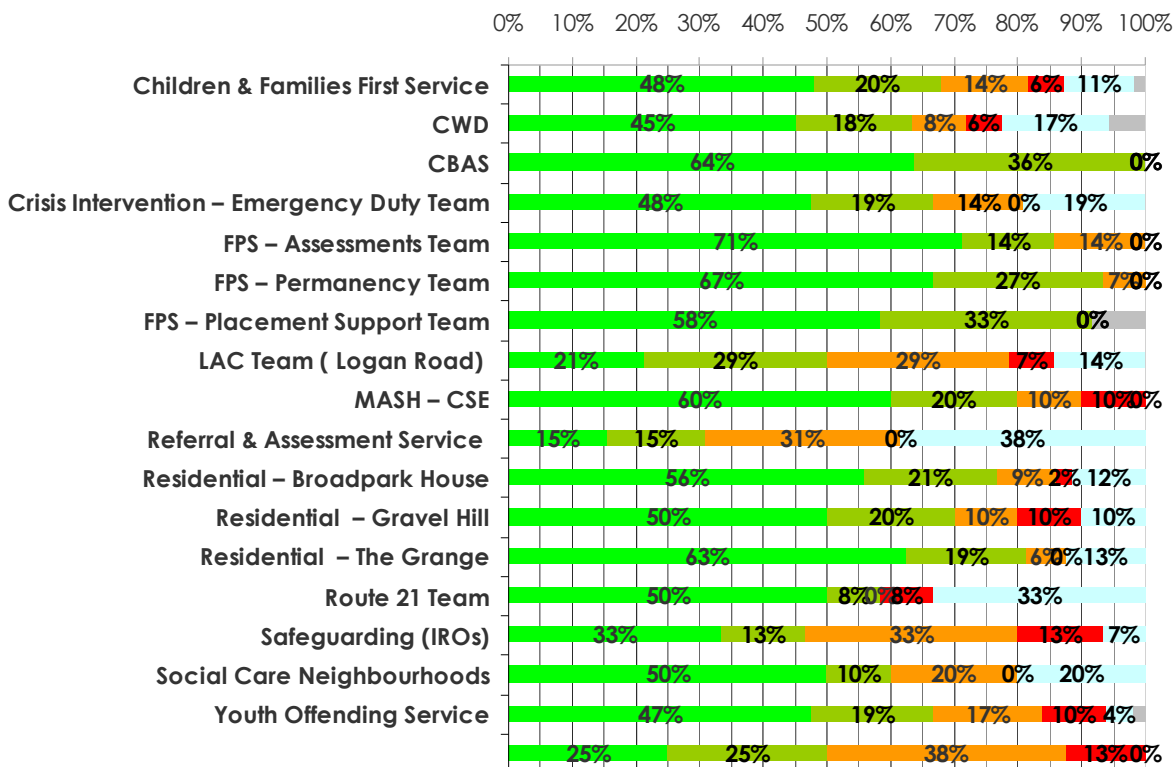
■ Yes, always    
 ■ Most times    
 ■ Sometimes    
 ■ Hardly ever / never

#### e. Do you feel supported in recognising when you may be suffering work-related stress and agreeing remedies within an appropriate timescale?



#### f. Do you feel you are given the emotional support you need to deal with your cases?

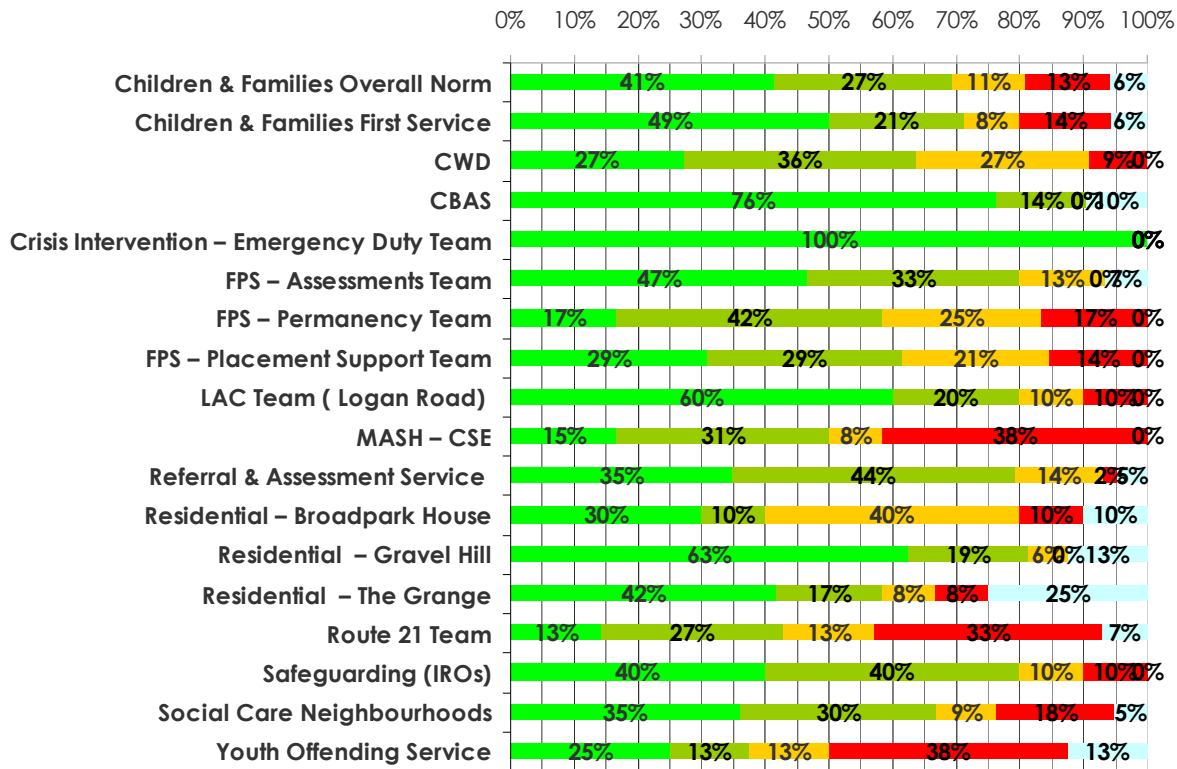
■ Yes, always    
 ■ Most times    
 ■ Sometimes    
 ■ Hardly ever / never    
 ■ Not applicable to my role



## Reflective supervision

### 14. To what extent do you believe 'reflective supervision' is a characteristic of your supervision sessions with your manager?

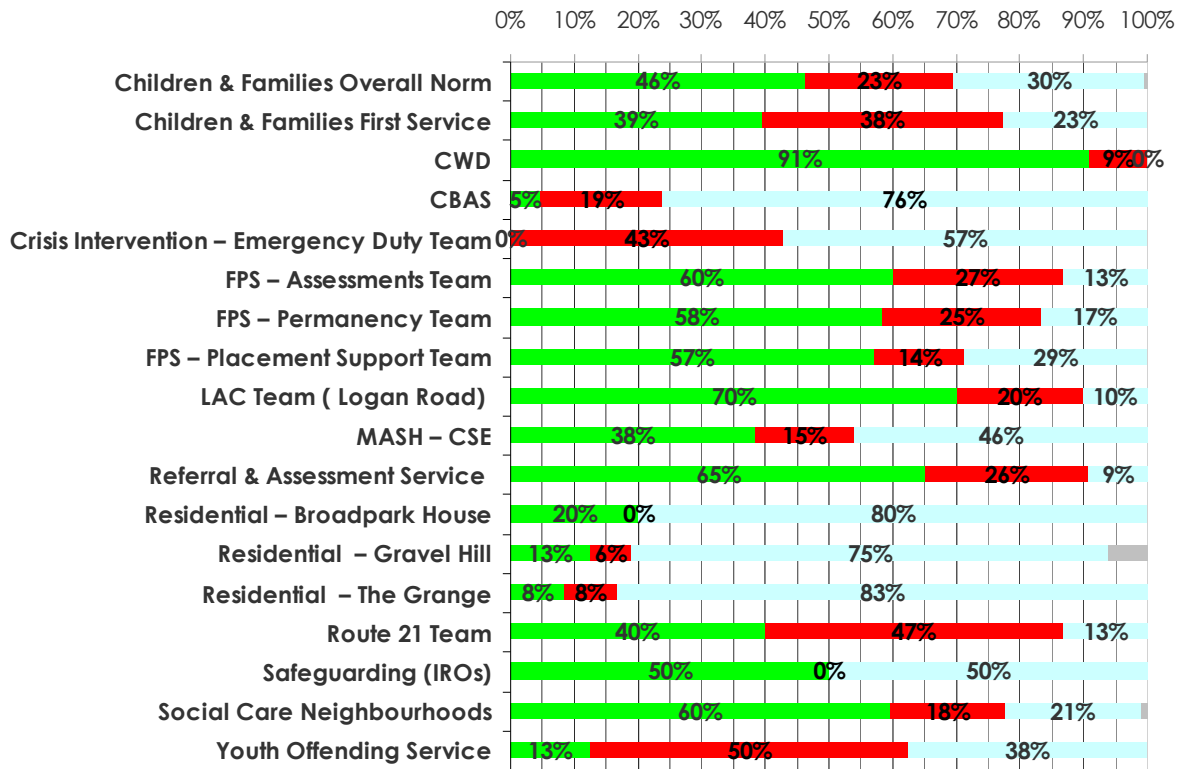
- This has always been a strong feature of my supervision sessions
- It has always been a feature to some extent but could be improved
- It has recently been something we are trying to develop as a feature of my supervision, previously it wasn't
- It does not feature at all
- I don't really understand what reflective supervision means



# Use of the Protocol and eCAF IT systems and how they support your supervision ...

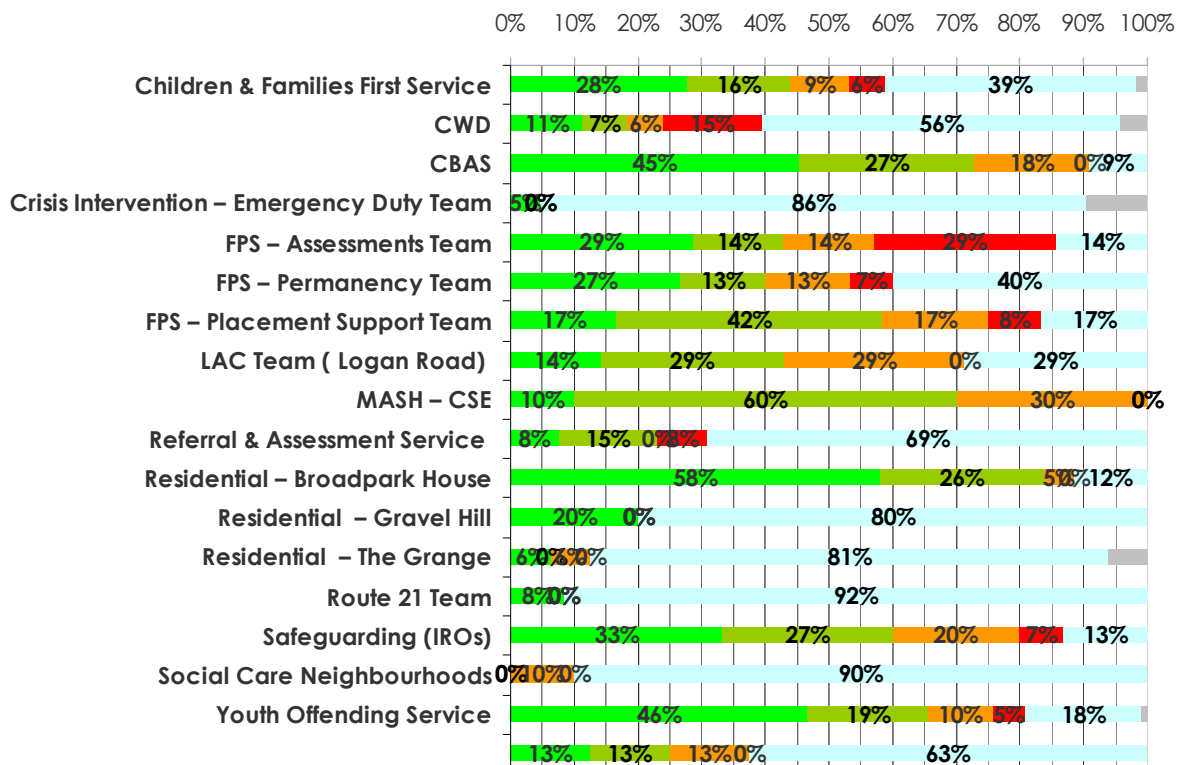
## 15. Does the use of the Protocol and / or eCAF IT systems support your supervision sessions?

■ Yes   
 ■ No   
 ■ Not applicable to my role



## b. Are all decisions / actions concerning service users recorded onto the Protocol system within 24 hours of the supervision meeting?

■ Yes, always   
 ■ Most times   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ N/A to my role

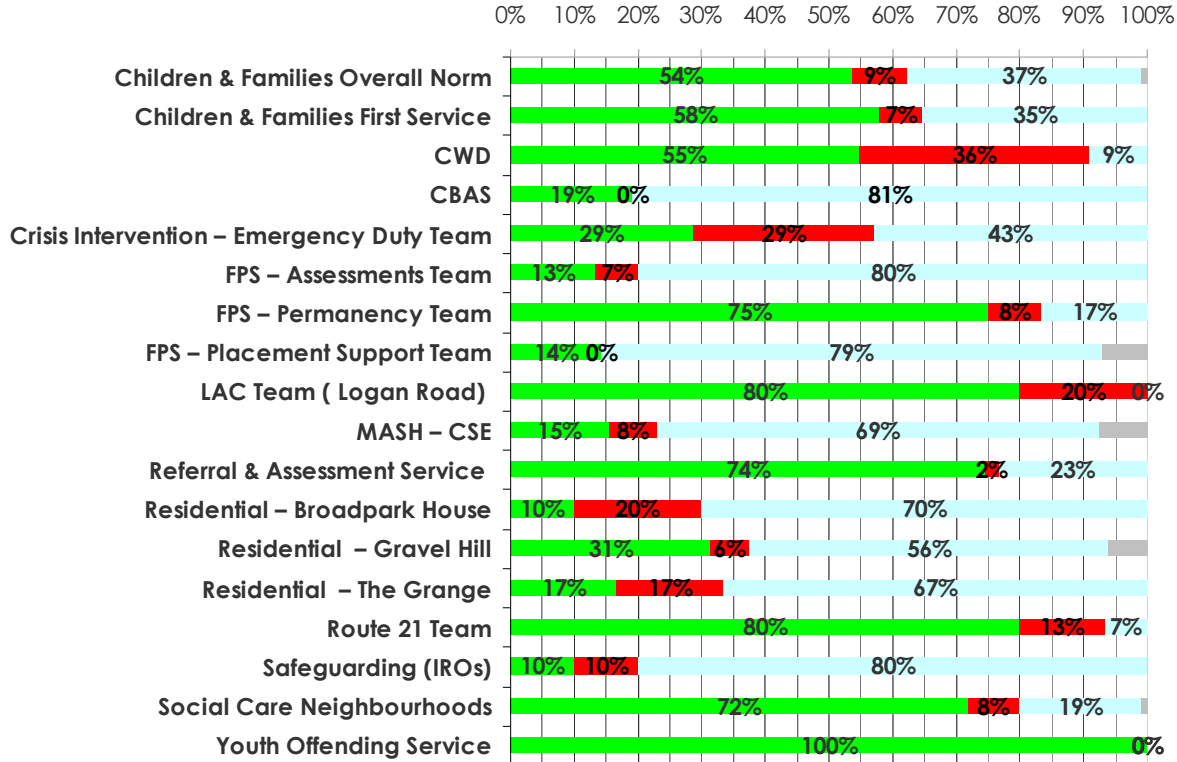


## Outputs from your supervision sessions ...

### 16. Does your supervisor ...

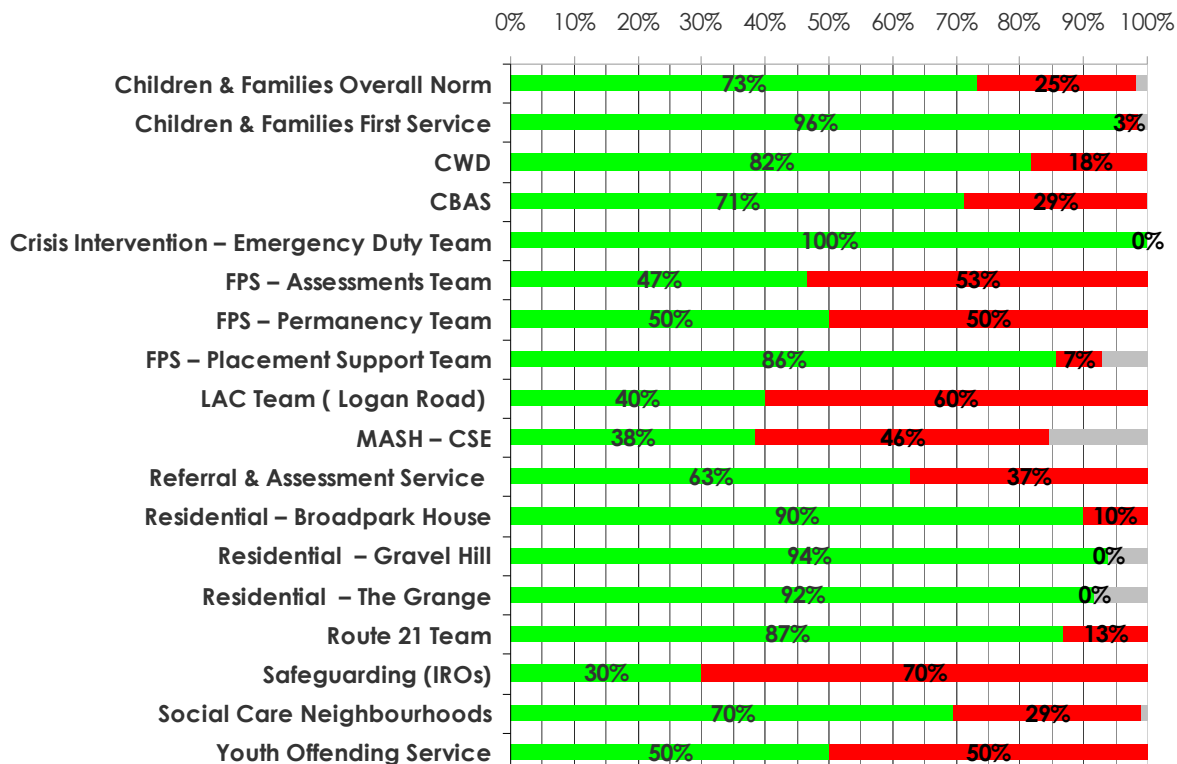
■ Yes   
 ■ No   
 ■ Not applicable to my role

#### a. write-up notes about case discussions and place decisions about cases on the child's file?



#### b. agree the record of supervision with you, with you both signing it?

■ Yes   
 ■ No

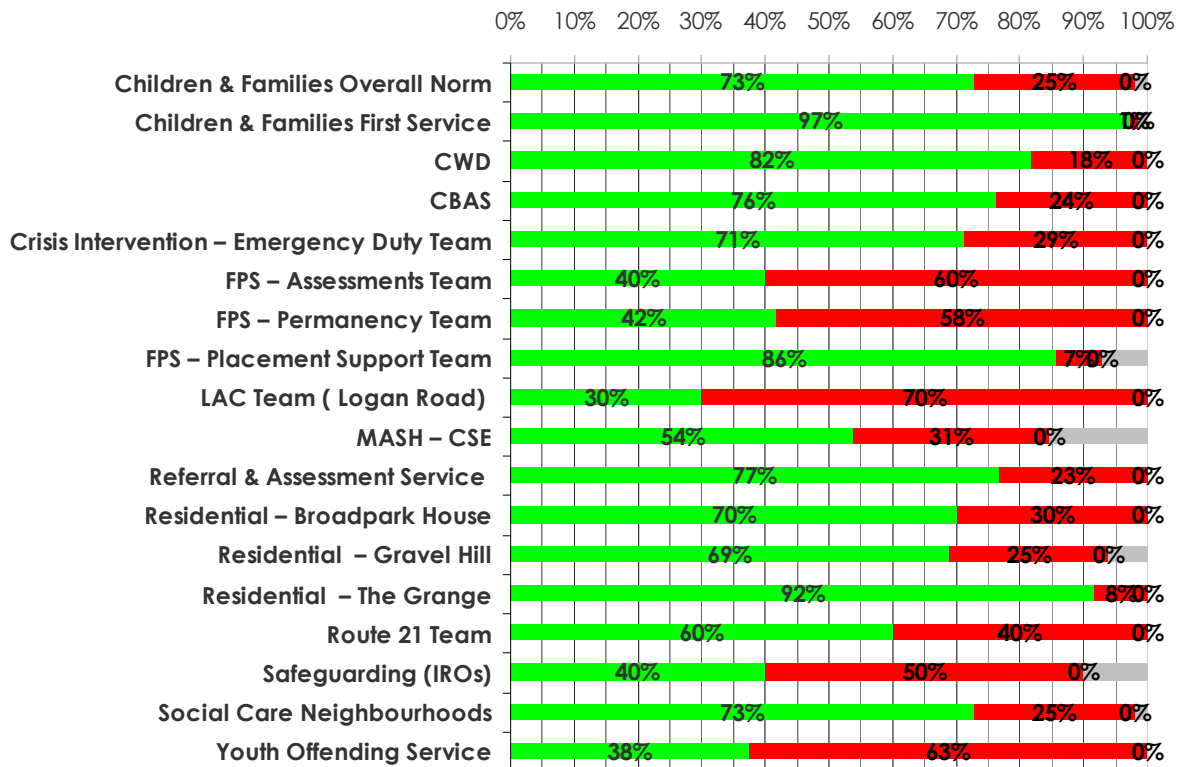




## 16. Does your supervisor ...

■ Yes
 ■ No

### c. give you a written record of your supervision, which includes case discussions if applicable?

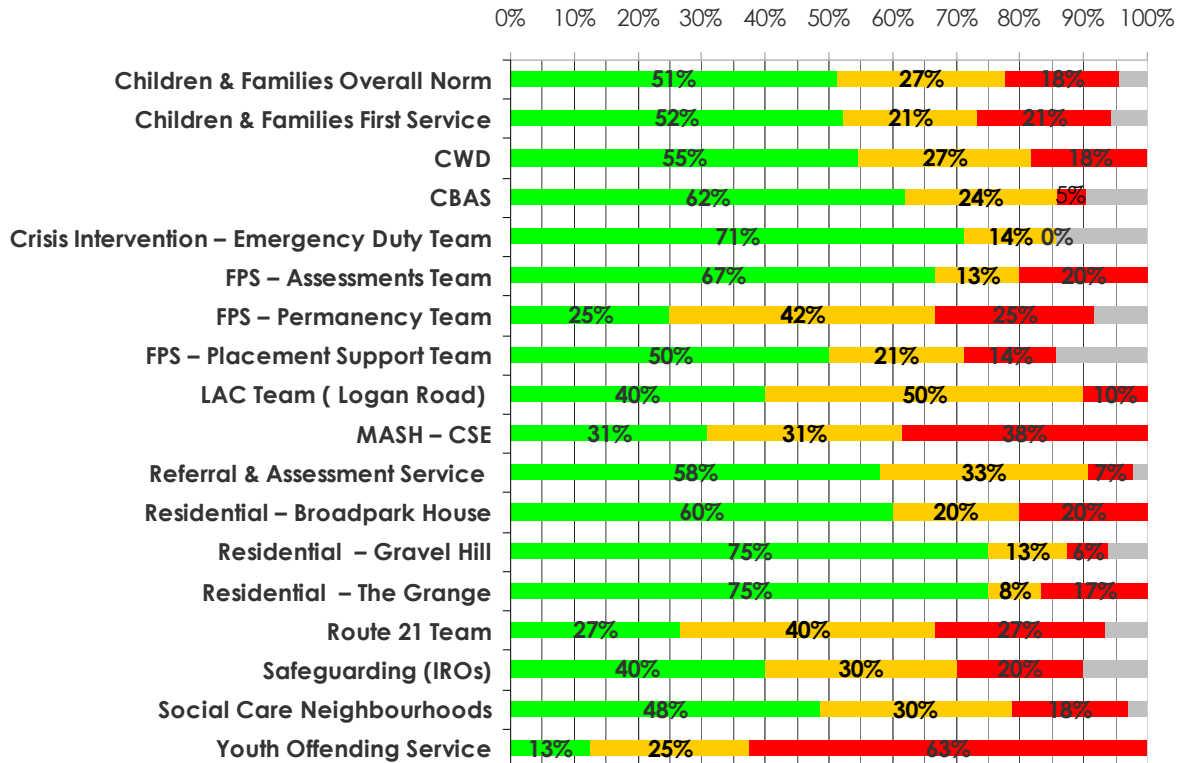


## Additional types of supervision and informal support....

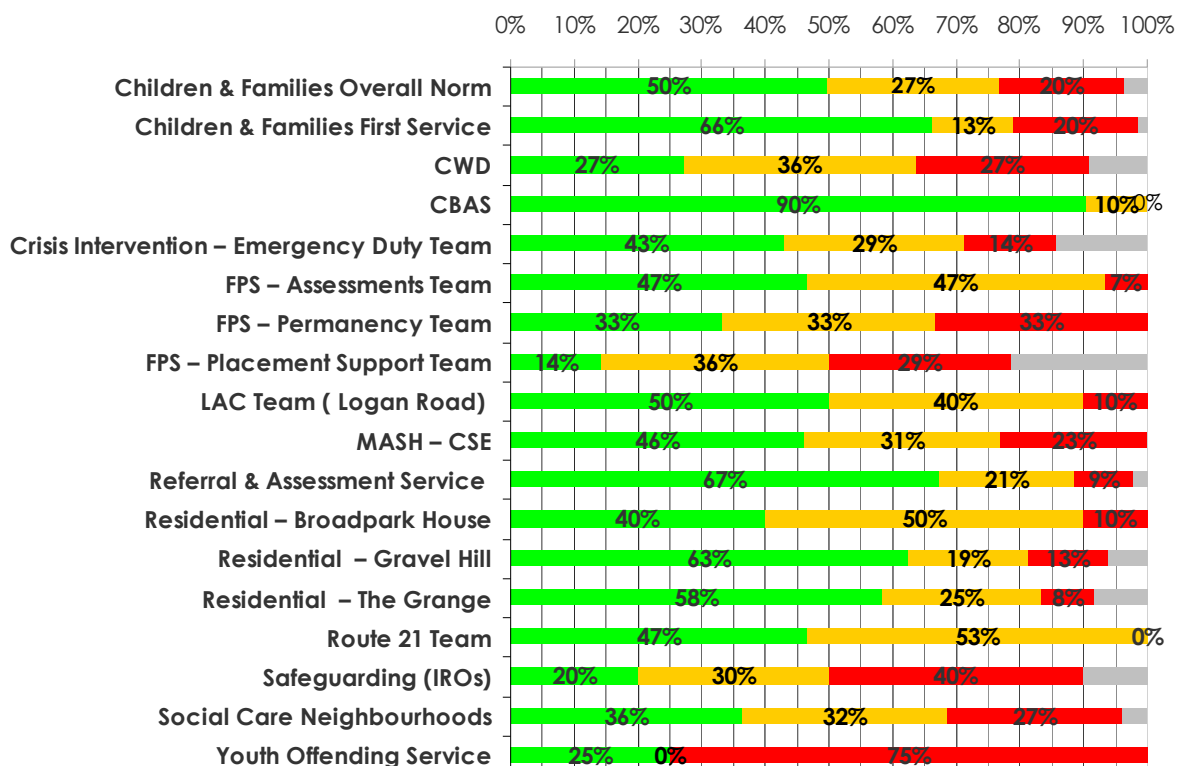
### 17. Do you have sufficient opportunities for other forms of 'informal' supervision including ...

■ Yes     
 ■ Not enough, I'd value more of this     
 ■ Not at all, I'd value this

#### a. Observations by and / or co-working with your supervisor?



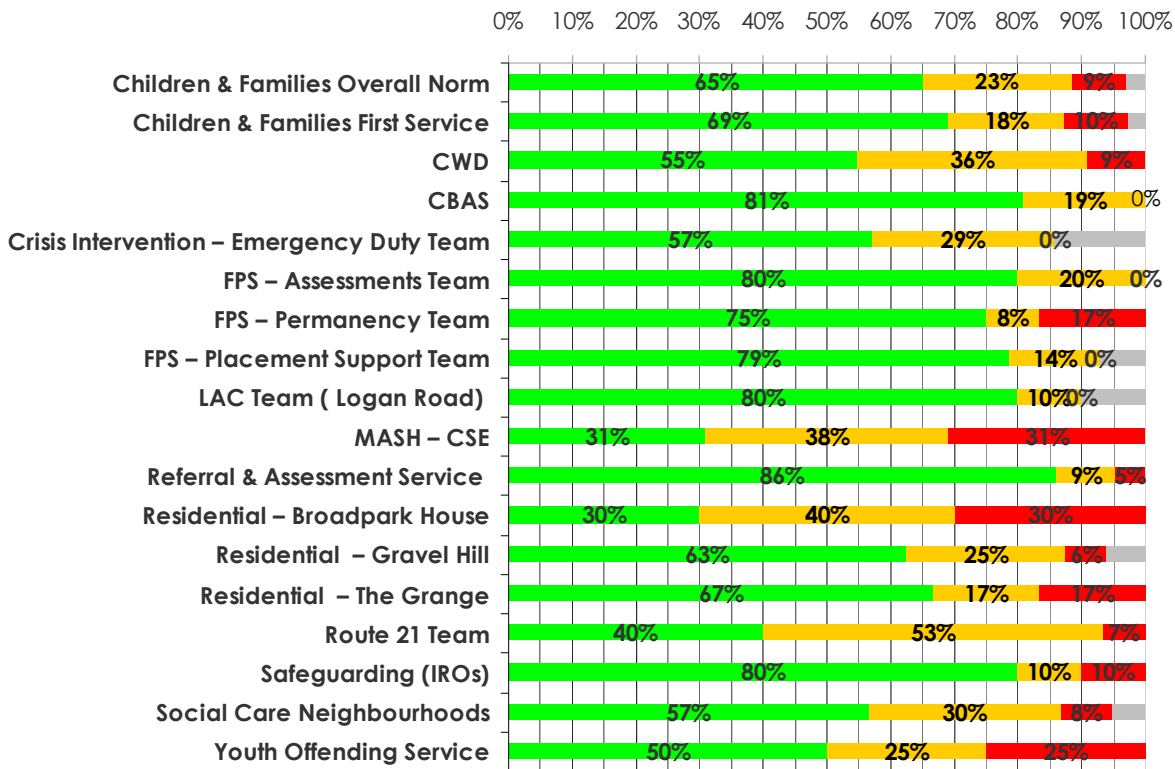
#### b. Group supervision?



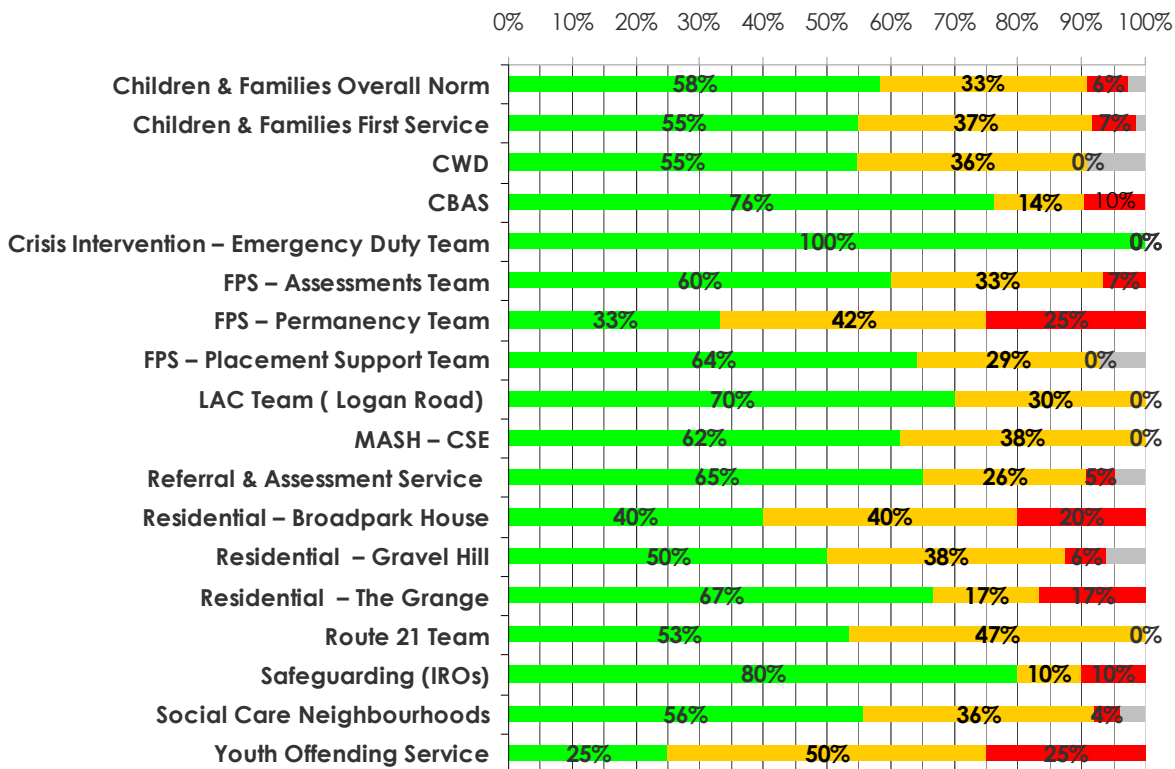
17. Do you have sufficient opportunities for other forms of 'informal' supervision including ...

■ Yes     
 ■ Not enough, I'd value more of this     
 ■ Not at all, I'd value this

c. Consultation with experienced colleagues, experts?



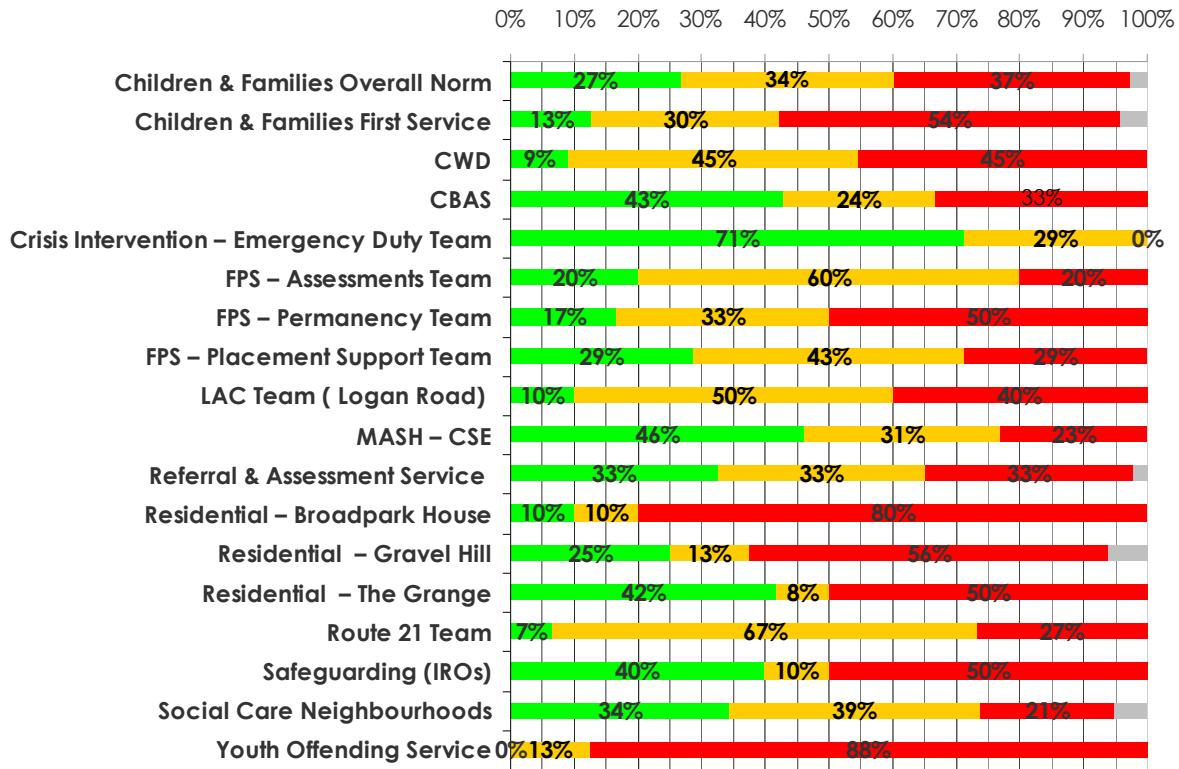
d. Access to research and good practice guidance?



17. Do you have sufficient opportunities for other forms of 'informal' supervision including ...

- Yes I do and I actively use it
- Yes I do but I don't make effective use of it
- No I don't have an account yet

e. Do you have an account for the Research in Practice online resource?

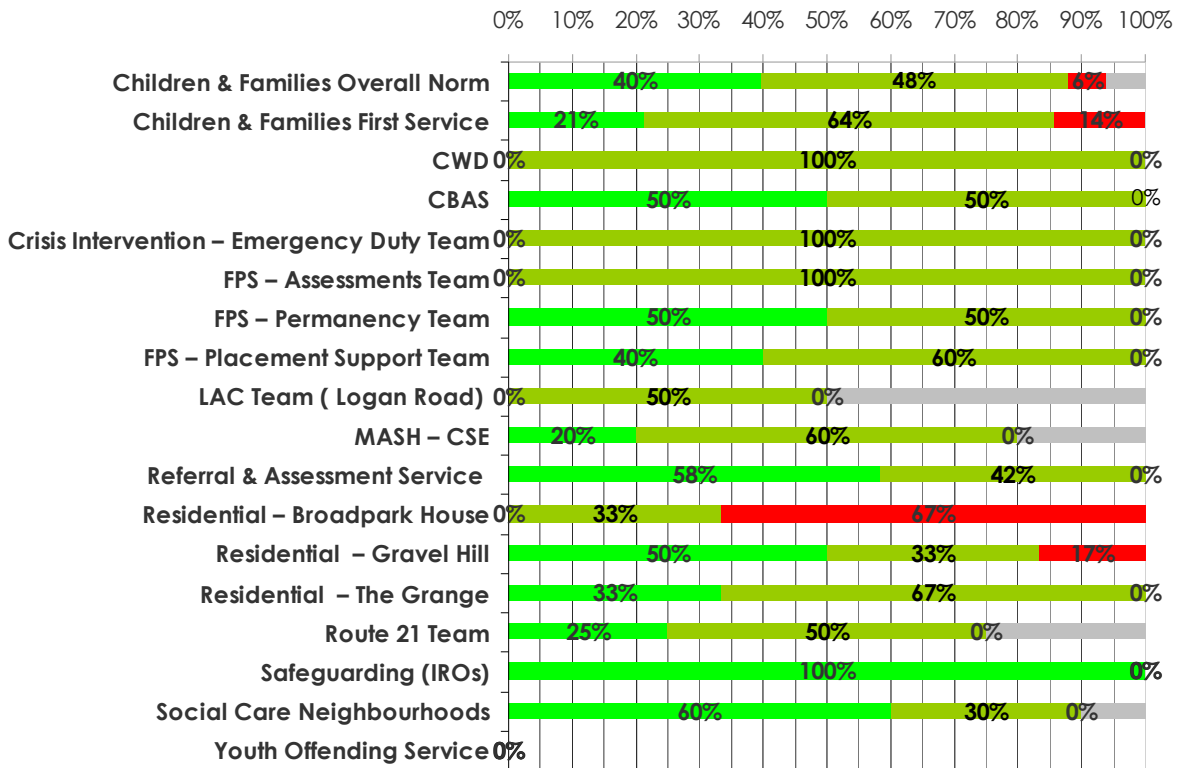


# QUESTIONS FOR SUPERVISORS / MANAGERS in giving formal supervision ...

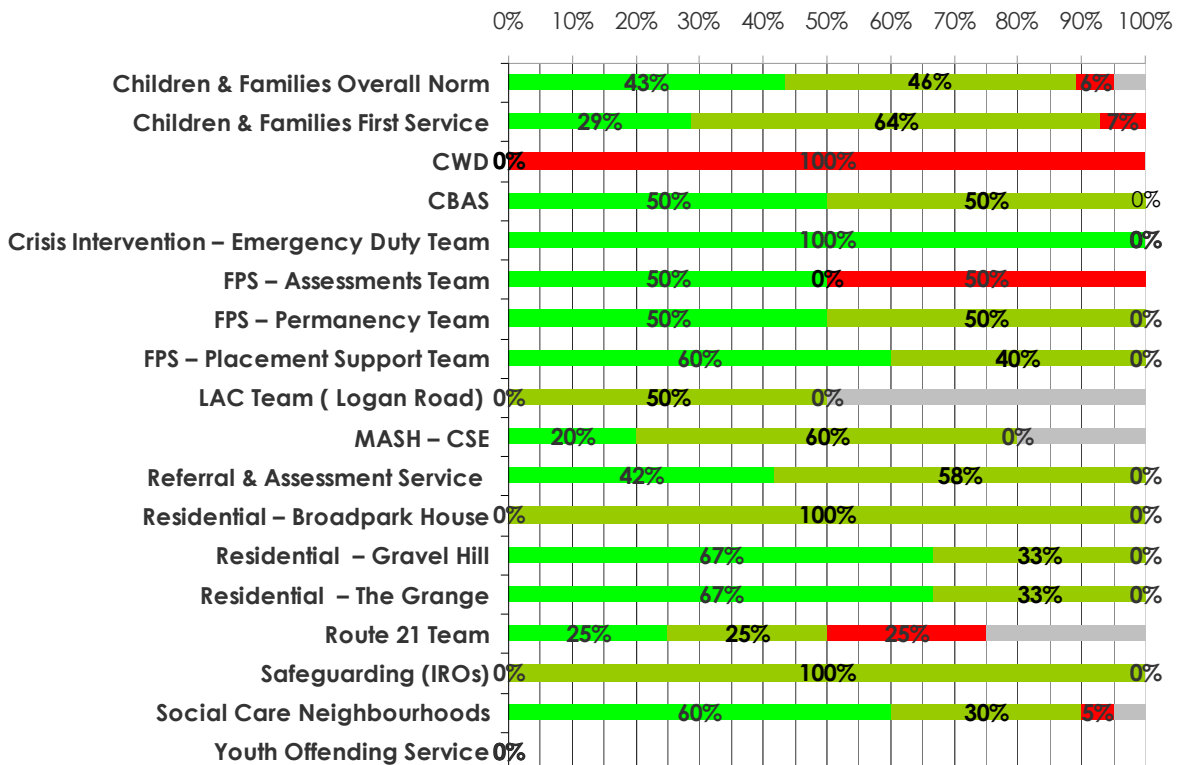
## 18. In terms of carrying out your responsibilities for providing effective supervision ...

■ Yes, always    
 ■ Most times    
 ■ No, this needs to improve

### a. Your staff come well prepared for the meetings?



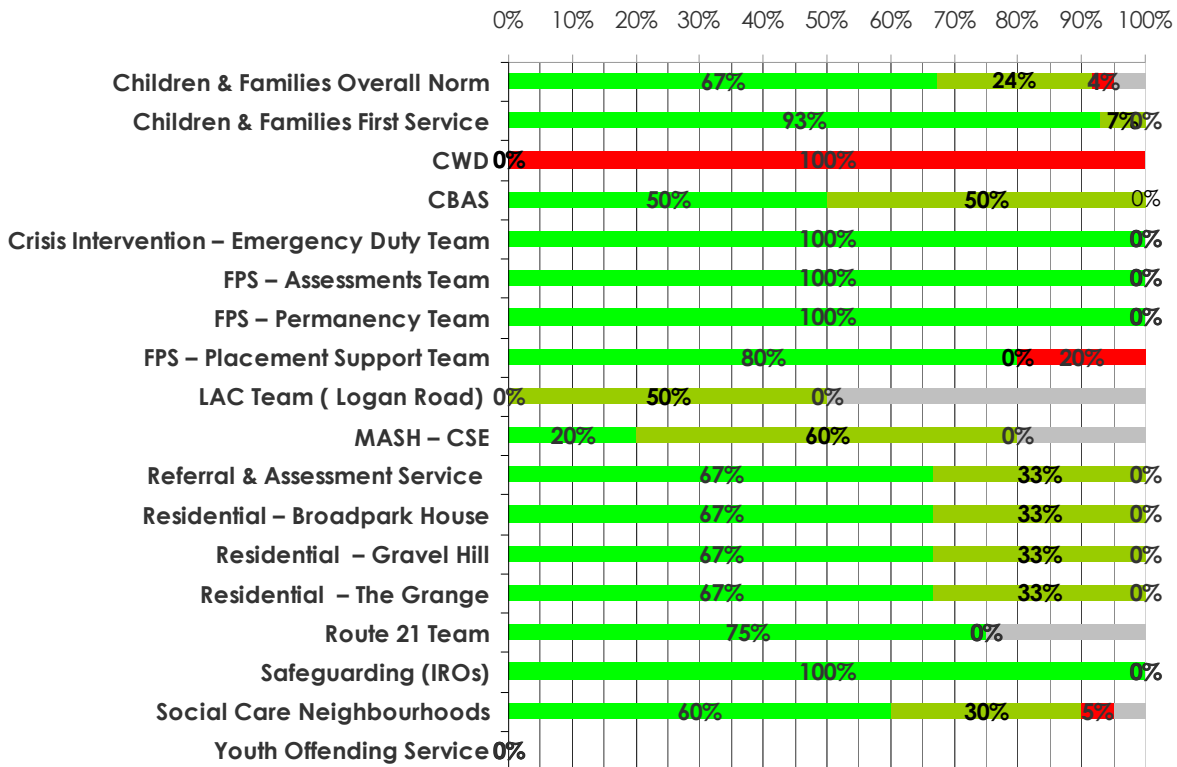
### b. You are able to prepare well for the meetings?



18. In terms of carrying out your responsibilities for providing effective supervision ...

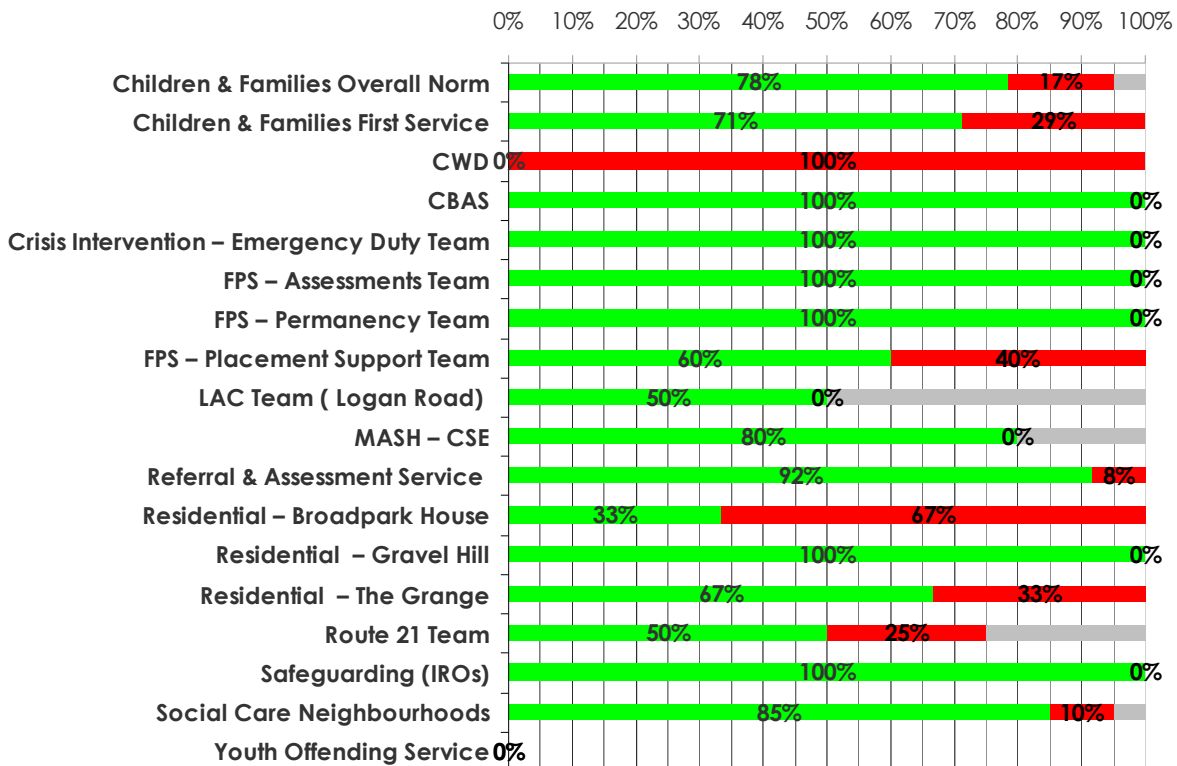
■ Yes, always    
 ■ Most times    
 ■ No, this needs to improve

c. You devote sufficient time to the supervision meetings?



d. You are confident you have the skills and abilities to carry out supervision?

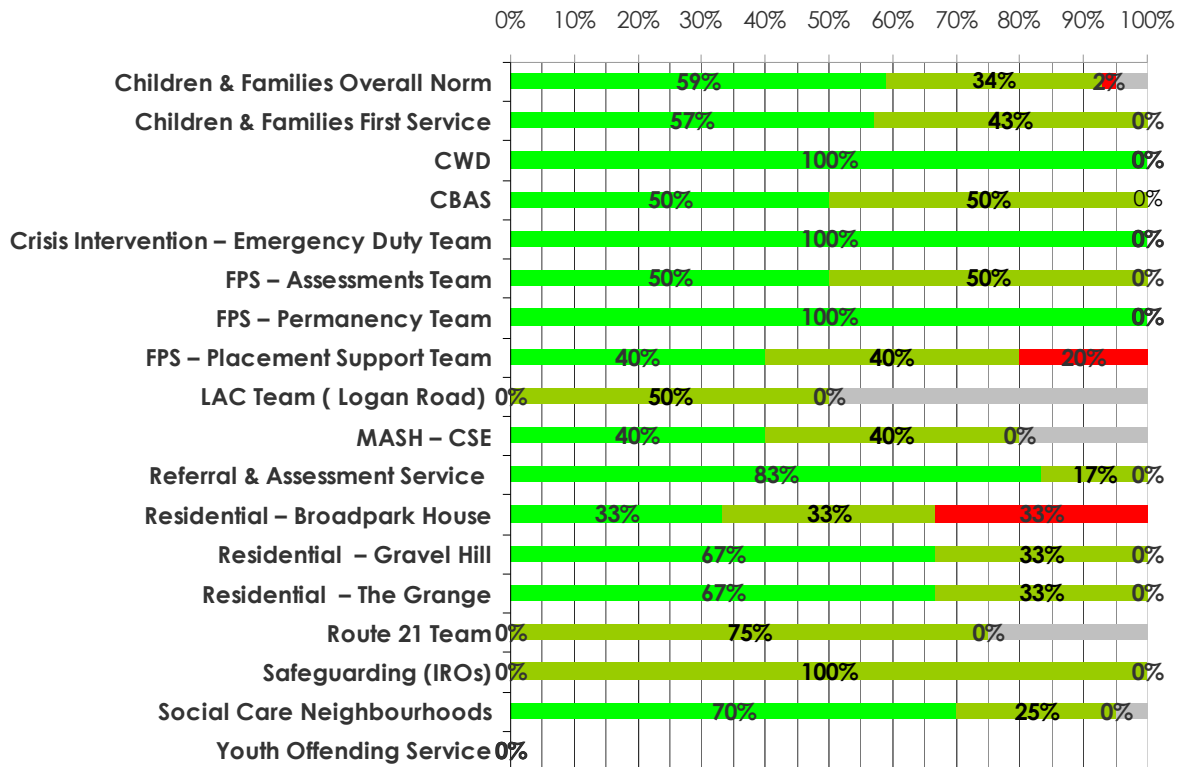
■ Yes, definitely    
 ■ No, I recognise I need to further develop my skills



18. In terms of carrying out your responsibilities for providing effective supervision ...

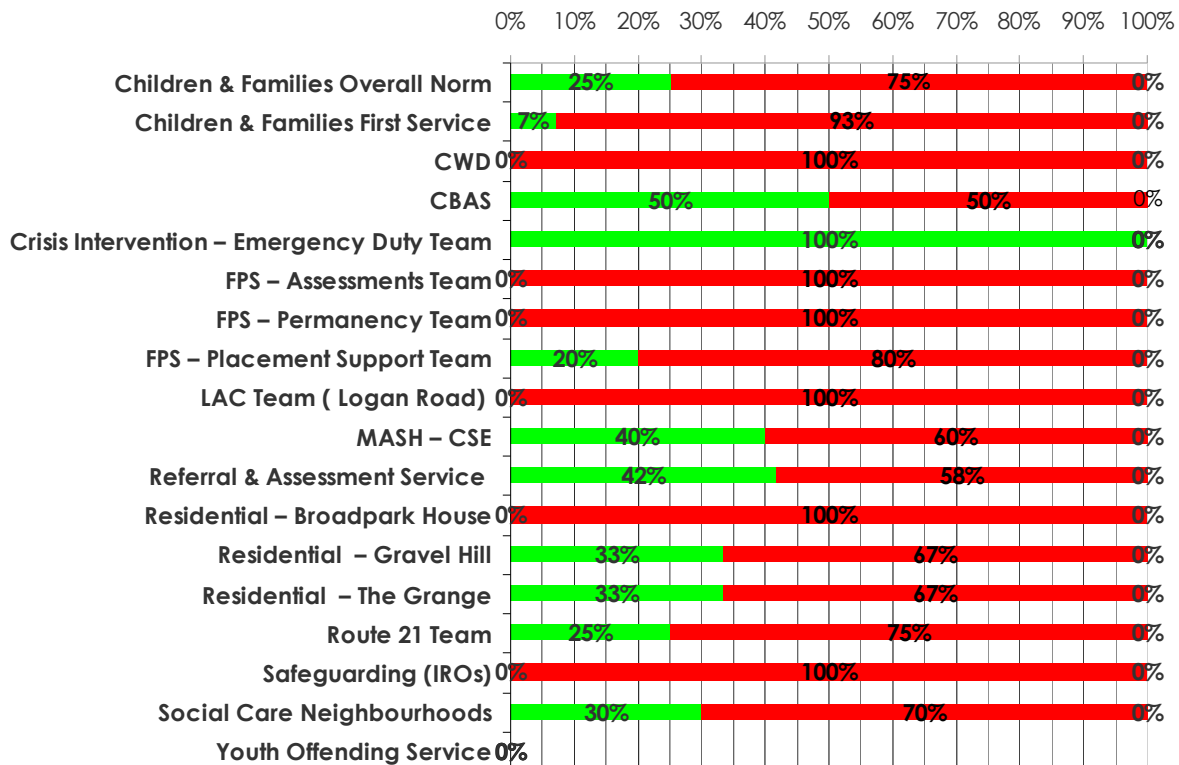
■ Yes, always    
 ■ Most times    
 ■ No, this needs to improve

e. You are achieving the outcomes of effective supervision for your staff?



19. Have you been on the supervision training that's been running this year?

■ Yes,    
 ■ No, not yet

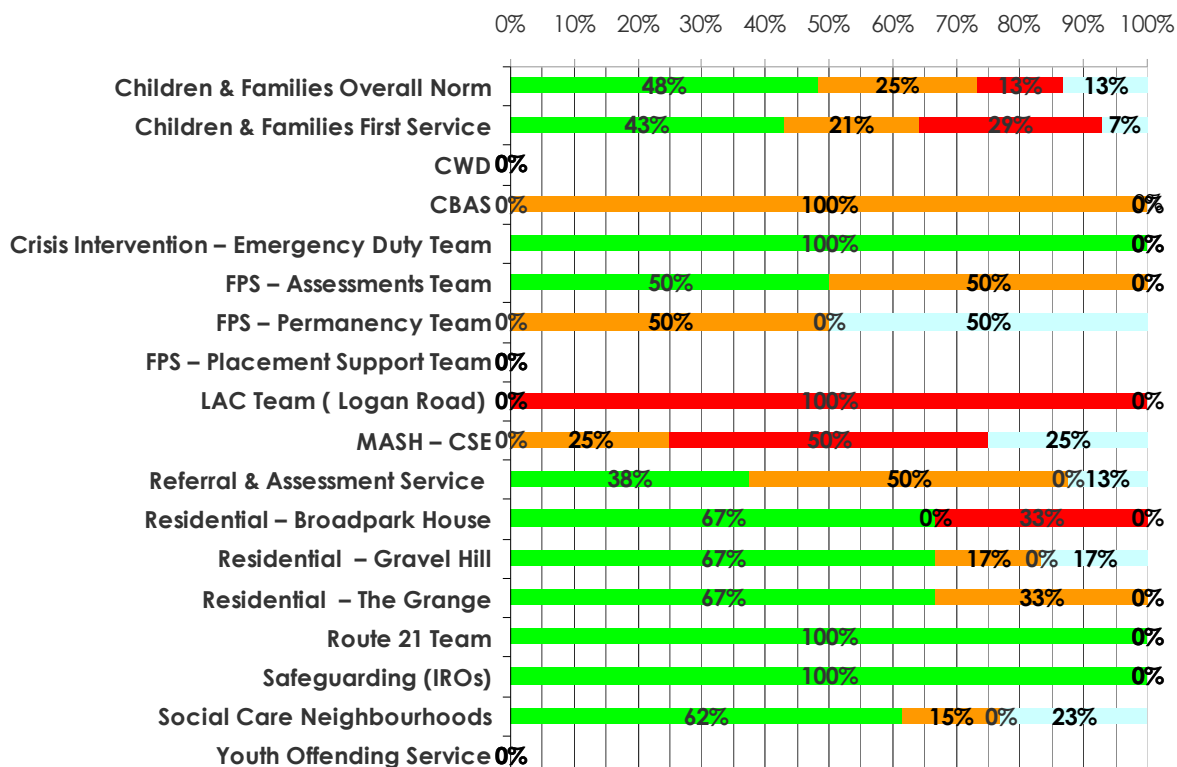


## Questions about your supervision with your manager / service manager / head of service ...

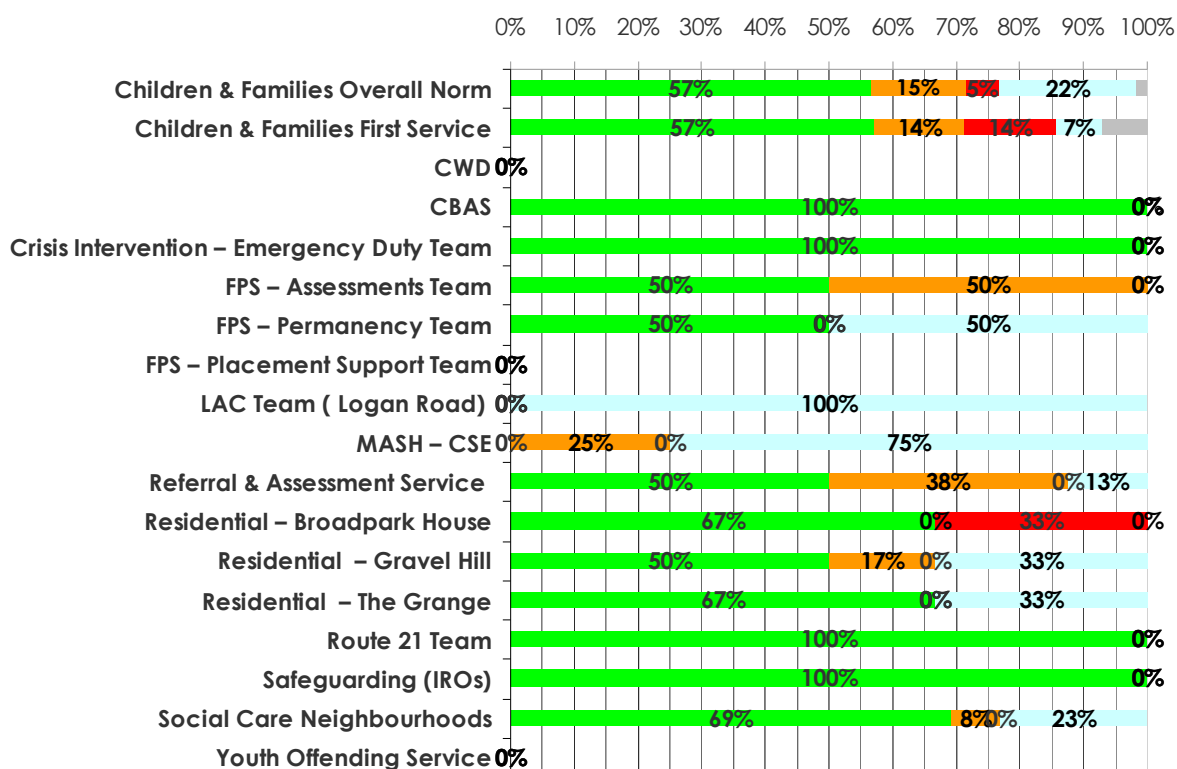
### 20. In terms of carrying out your responsibilities for ensuring effective supervision you ...

■ Yes, regularly   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my management level

#### a. Go through notes from last supervision to ensure identified tasks have been progressed?



#### b. Discuss allocation of work, including any difficulties in the allocation and how this is to be managed?

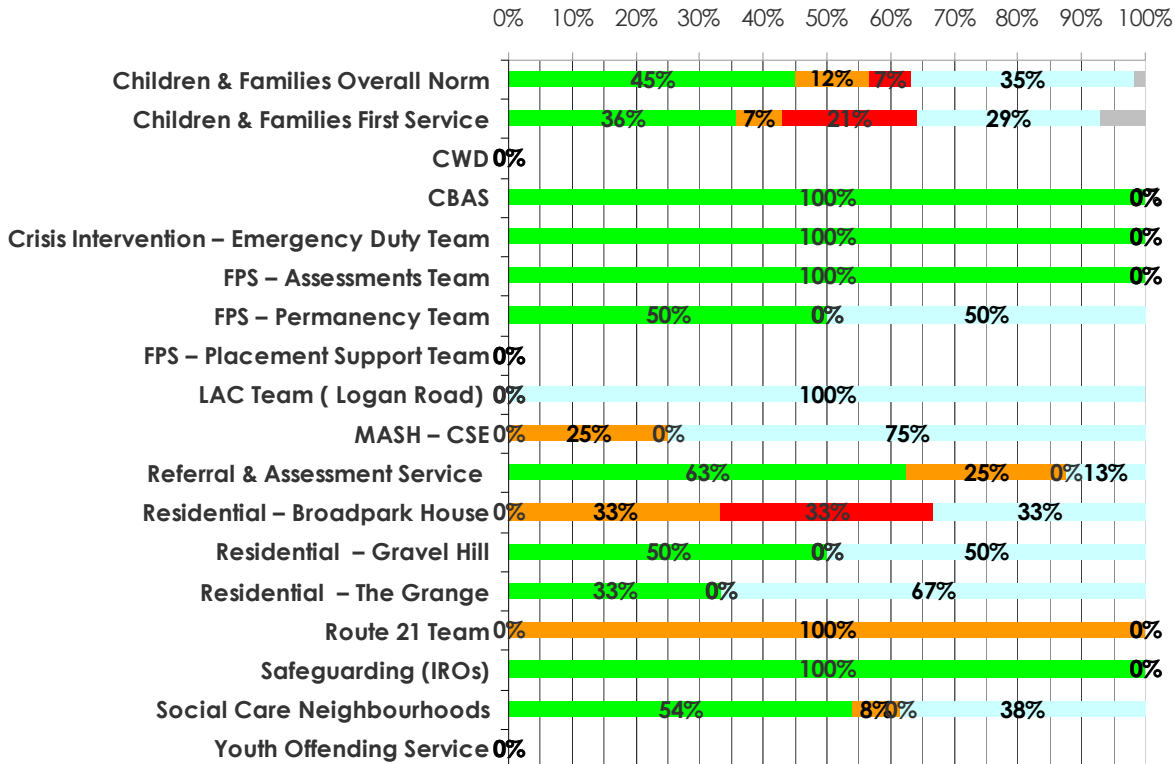




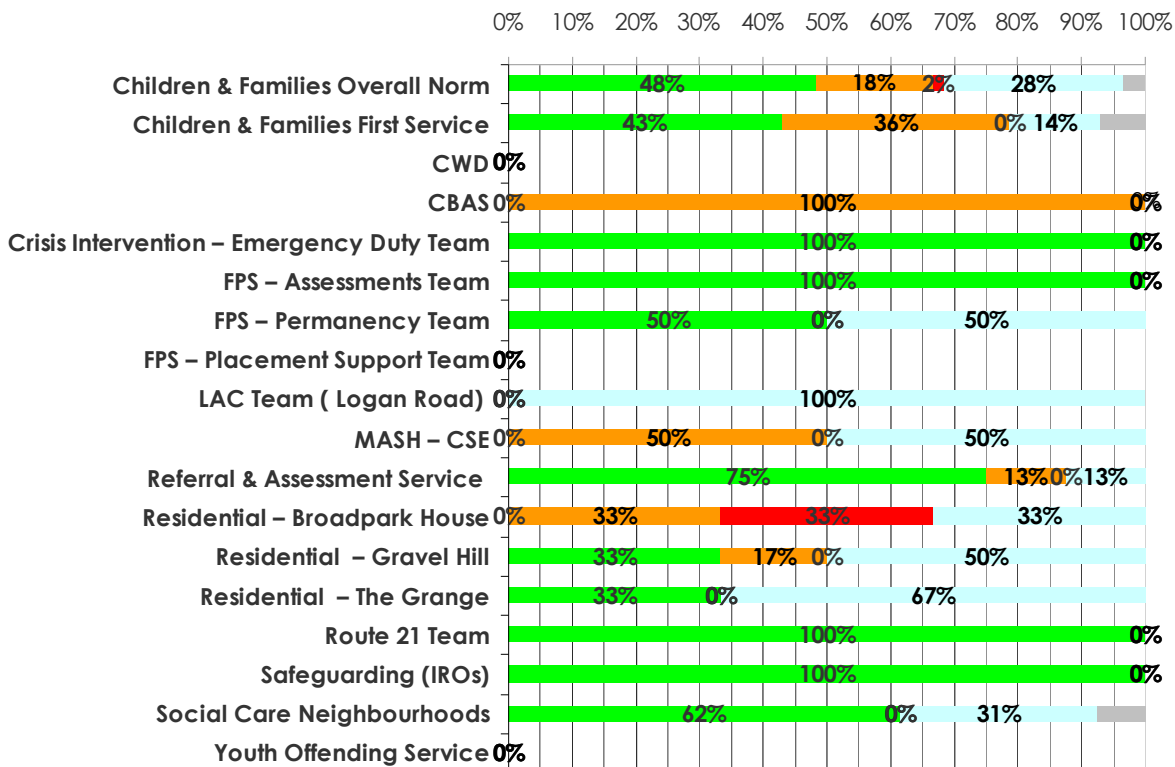
20. In terms of carrying out your responsibilities for ensuring effective supervision you ...

■ Yes, regularly   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my management level

c. Ensure that overall caseloads are being regularly reviewed by managers to establish that cases are being progressed and closed where appropriate?



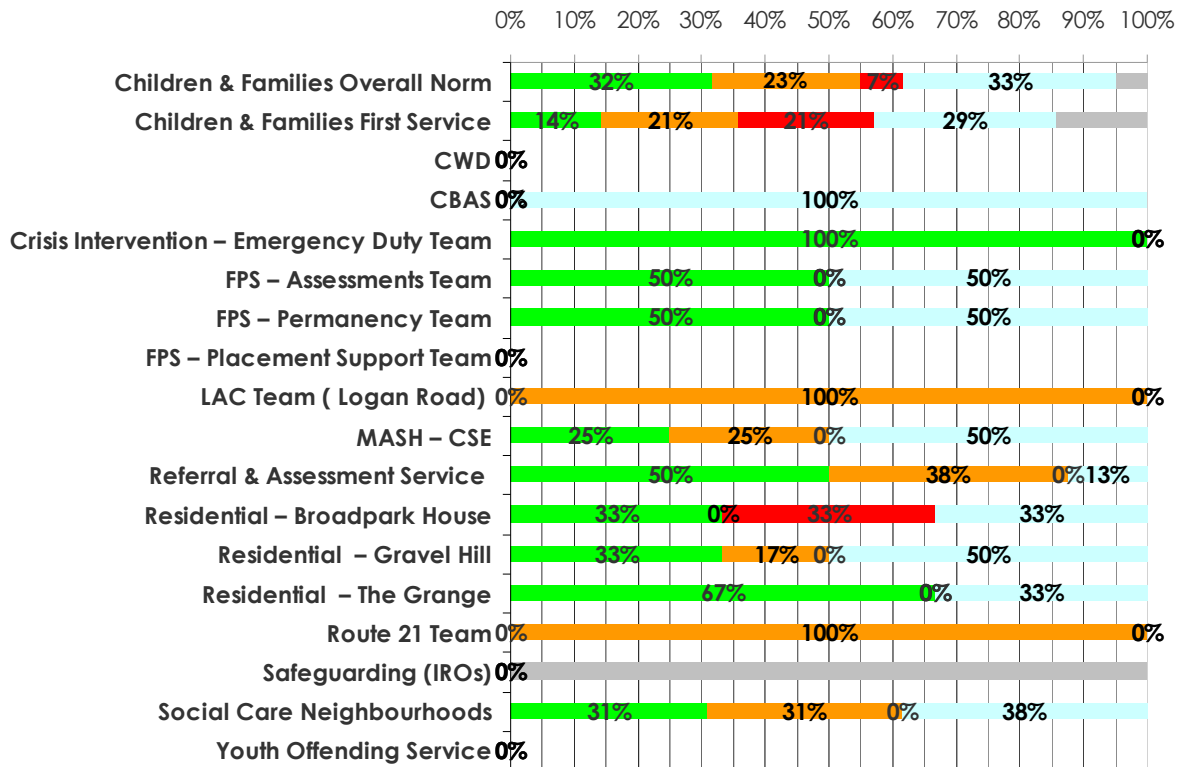
d. Review any specific cases requiring input on decision making?



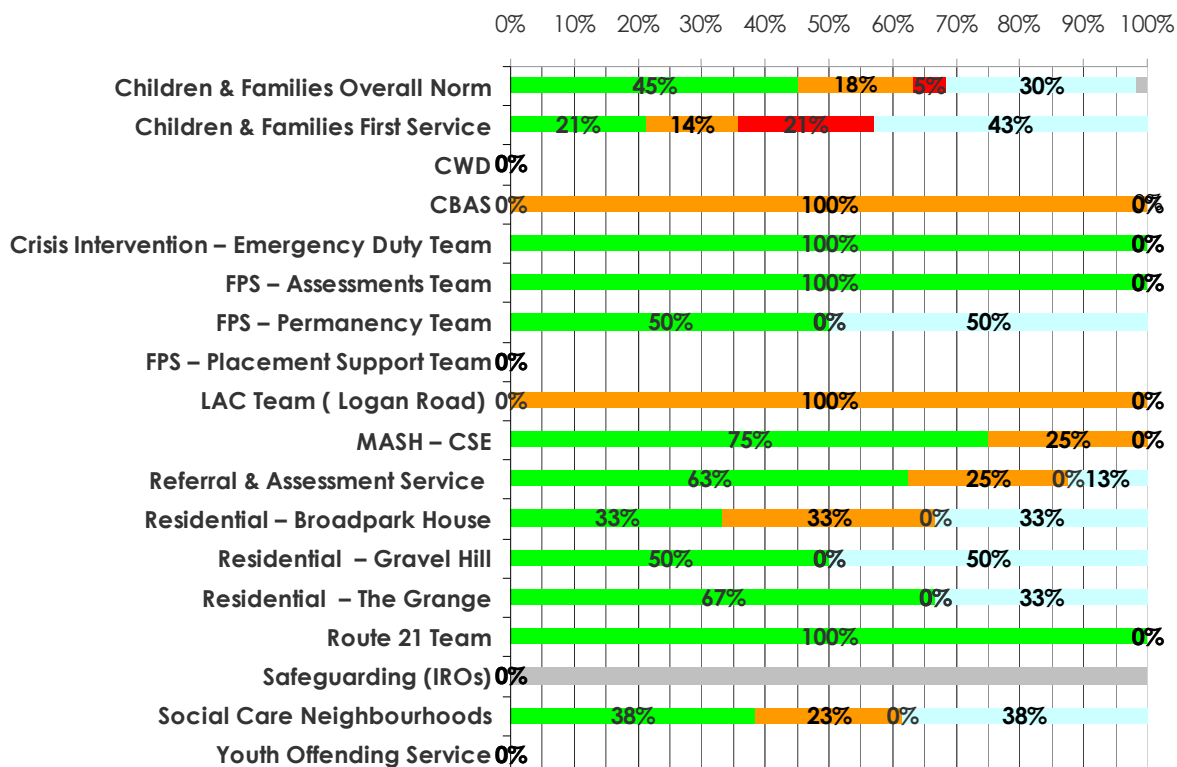
20. In terms of carrying out your responsibilities for ensuring effective supervision you ...

■ Yes, regularly   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my management level

e. Ensure that the voice of the child is evidenced and that children are being seen alone?



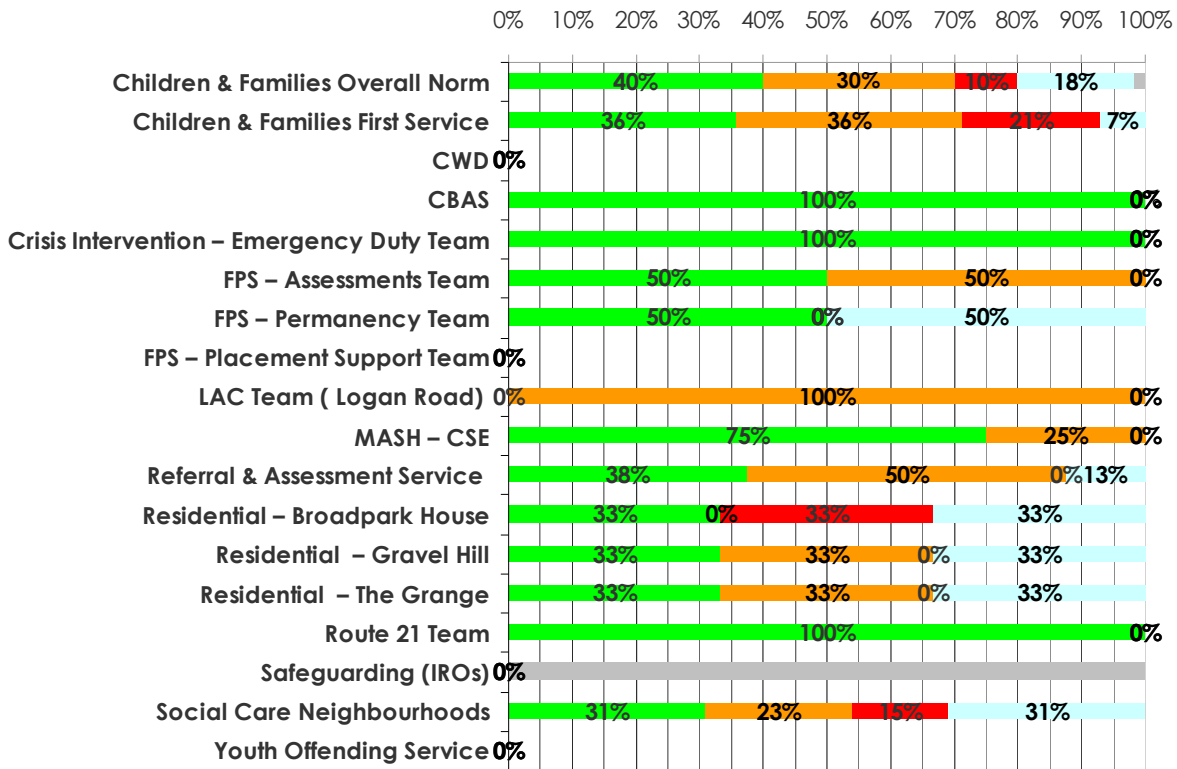
f. Ensure that local and national performance indicators are being adhered to as far as possible?



20. In terms of carrying out your responsibilities for ensuring effective supervision you ...

■ Yes, regularly   
 ■ Sometimes   
 ■ Hardly ever / never   
 ■ Not applicable to my management level

g. Discuss opportunities for improved working arrangements with other parts of service?



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